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SMITH'S NEW GRAMMAR.

ENGLISH GRAMMAR

ON THE

PRODUCTIVE SYSTEM:

METHOD OF INSTRUCTION RECENTLY ADOPTED

IN

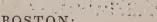
GERMANY AND SWITZERLAND.

Designed for Schools and Academies.

BY ROSWELL C. SMITH,

AUTHOR OF "PRACTICAL AND MENTAL ARITHMETIC," "INTELLECTUAL AND PRACTICAL GRAMMAR," AND "INTRODUCTORY ARITHMETIC."

Second Edition.

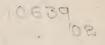


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PREFACE.

The following work was composed, as is indicated by the title, on what is styled in Germany and Switzerland the "Productive System of Instruction." It is in these countries that the subject of Education has been deemed a matter of paramount importance. The art of teaching, particularly, has there been most ably and minutely investigated. To give a brief account of the different systems which have prevailed there, may not be irrelevant on the present occasion, as they assist in forming an opinion of the comparative merits of the "Productive System," on which this work is principally based.

"In reference to intellectual education, the persons who were instrumental in producing the reformation in schools, in the last century, in these countries, may be divided into four classes—the Humanists,

Philanthropists, Pestalozzian and the Productive Schools.

"At the restoration of learning, in the fifteenth and sixteenth centuries, the classics were brought out from the libraries of the cloisters in which they had been buried. As they presented the only examples of exalted sentiments and elevated style which the secular literature of the age afforded, they were regarded as the only means of acquiring enlarged views and a liberal education; the study of them received the proud title of Humanity; and the zealous and meritorious men who employed this means for the revival of learning, were subsequently termed Humanists.

"The rigid Humanists maintained that 'the Greek and Latin authors are the only source of sound learning, whether in philosophy or rhetoric, in poetry or history, in medicine or law, and even in the elements of religion; all has come to us from Greece and Rome.' 'The learning of the Greek and Latin languages is the only foundation of a thorough education;' the knowledge of the grammar ought to precede all other knowledge; 'and philologists are the only thor-

oughly learned men.

"The Humanists maintained the entire sway of the learned world until about the middle of the last century, when the school of the Philanthropists arose. Disgusted with the extravagant manner in which the ancient languages were extolled, they were led to examine into the foundations of their pretensions. While they yielded the palm to the ancients in all that relates to matters of taste and beauty, they maintained that this superiority arose from the fact, that the ancients derived their views directly from the inspection of nature and the observation of man, instead of occupying themselves, as we do, with the mere pictures of them drawn by others; -they pointed to the obvious truth, that the world is older and vastly more experienced than it was two thousand years ago; that in regard to all that relates to human knowledge, the present generation are really the ancients. They believed that much time was lost by the indiscriminate and exclusive use of the classics as the foundation of education, which ought to be spent in acquisition of practical knowledge; and that by this tedious and laborious task, without any perceptible advantage to the pupil, they were often disgusted with every species of intellectual effort. They also pointed out the moral corruption which arises from many of the examples and sentiments of the ancients, and especially disapproved that discipline of compulsion and violence, by which children have been forced to this ungrateful employment. They urged the importance of leading by the attraction of knowledge itself, rather than by force. They paid much attention to the development of the bodily constitution and powers, and professed to aim at forming men, and not mere scholars.

"But, with the ordinary weakness of human nature, in avoiding one extreme, they ran into the opposite. They forgot the valuable influence of these studies, properly regulated, upon the faculties

and habits of the mind.

"Notwithstanding their error, the Philanthropists unquestionably exerted much influence on the improvement of education. extravagant views of the Humanists were considerably modified; and although many still retain the exclusive maxims of their predecessors, many admit, as stated in the German 'Conversations Lexicon, that 'all should be embraced in education which can promote the formation of the man, and prepare him for the eternal destiny of his spirit.' The Philanthropists also prepared the way for their successors of the School of Pestalozzi. This remarkable man adopted many of the opinions of his predecessors of the Philanthropic school, especially those which related to the developement of the bodily powers, and the methods of discipline, and religious instruction. He perceived, however, that, in assuming practical utility as the exclusive test of the value of particular objects of instruction, they had too much neglected the development of the mind itself. In seeking to avoid this error, however, he did not entirely escape the other extreme. He assumed, as a fundamental principle, that a certain developement of mind was necessary for every rank and every occupation. The means of this developement he supposed himself to have found, so far as the intellectual faculties were concerned, in the elements of form and number, which are combined in the science of Mathematics, in Language, and in Natural History. The Mathematics appear to have assumed a preponderance in practice, which was unfavorable to the regular and harmonious cultivation of other powers. The senses and the bodily powers he endeavored to de velope, in accordance with the views of the Philanthropic school, by the careful examination of the various objects of nature and art, which surround the pupil, by means of music, and by gymnastic exercises, alternated or combined with labor. Pestalozzi himself was remarkably the creature of powerful impulses, which were usually of the most mild and benevolent kind, and preserved a child-like character in this respect, even to old age. It was probably this temperament which led him to estimate at a low rate the importance of positive religious truth in the education of children, and to maintain that the mere habit of faith and love, if cultivated towards earthly parents and benefactors, would of course be transferred to our heavenly Father, whenever his character should be exhibited to the mind of the child. The fundamental error of this view was established by the unhappy experience of his own institution; and his own example afforded the most striking evidence that the noblest impulses, not directed by established principles, may lead to imprudence and ruin, and thus defeat their own ends.* This principle, combined

^{*} As an example of this, it may be mentioned that, on one of those occasions (frequently occurring) on which he was reduced to extremity for want of the means of supplying his large family, he borrowed \$400 from a friend for this purpose. In going home, he met a peasant wringing his hands in despair for the loss of his cow. Pestalezzi put the entire bag of money into his hands, and ran off to escape his thanks.

with the want of tact in reference to the affairs of common life, materially impaired his powers of usefulness as a practical instructer of youth. The rapid progress of his ideas rarely allowed him to execute his own plans; and, according to his own system, too much time was employed in the profound developement of principles to admit of much attention to their practical application. But, as one of his admirers observed, he seemed destined to educate ideas and not children. He combated, with unshrinking boldness, and untiring perseverance, through a long life, both by his example and by his numerous publications, the prejudices and abuses of the age, in reference to education. He attacked, with great vigor and no small degree of success, that favorite maxim of bigotry and tyranny, that obedience and devotion are the legitimate offspring of ignorance. He denounced that degrading system which considers it enough to enable man to procure a subsistence for himself and his offspringand in this manner to merely place him on a level with the beast of the forest; and which deems every thing lost whose value cannot be estimated in money. He urged upon the consciences of parents and of rulers, with an energy approaching that of the ancient prophets, the solemn duties which Divine Providence had imposed upon them, in committing to their charge the present and future destinies of their fellow beings. In this way he produced an impulse, which pervaded the continent of Europe, and which, by means of his popular and theoretical works, reached the cottages of the poor and palaces of the great. His institution at Yverdun was crowded with men of every nation, not merely those who were led by the same benevolence which inspired him, but by the agents of kings, and noblemen, and public institutions, who came to make themselves acquainted with his principles, in order to become fellow-laborers in his plans of benevolence.

"It is to these companions of his labors, most of whom resided in Germany or Switzerland, that we owe the formation of another school, which has been styled the *Productive School*, and which now predominates in Germany and Switzerland. It might, perhaps with equal propriety, be termed the *Eclectic School*; for it aims at embodying all the valuable principles of previous systems, without adhering slavishly to the dictates of any master, or the views of any party. It rejects alike the idolatrous homage to the classics, which was paid by the Humanists—the unreasonable prejudices of the Philanthropists against classical and merely literary pursuits—and the undue predilection for the mere expansion of mind, to the neglect of positive knowledge and practical application, which characterized too

many of the Pestalozzian school.

"The leading principle of this system, is that which its name indicates—that the child should be regarded not as a mere recipient of the ideas of others, but as an agent capable of collecting, and originating, and producing most of the ideas which are necessary for its education, when presented with the objects or the facts from which they may be derived. While, on the one hand, they are careful not to reduce the pupil to a mere machine, to be moved by the will of his instructer in an assigned direction, or a mass of passive matter, to be formed by him according to his own favorite model, they are equally careful to avoid the extreme, into which some of the preceding school have fallen, of leaving him to wander indefinitely in a wrong direction in search of truth, in order to secure to him the merit of discovery. They consider a course of education as divided into two parts—the period of developement and the period of

1 "

acquisition. In the first period, which they consider as particularly devoted to developing the faculties and forming the habits of the mind, in order to prepare it as an instrument for future operations, they employ the inductive process chiefly. Time is not here of so much importance as the habit of investigation and effort, which can only be acquired by meeting and overcoming difficulties. This period, which must be made longer or shorter according to the character of the pupil, or the necessity that his circumstances in life may impose, is succeeded by the period of acquisition, in which the mind is more especially called upon to exercise the powers which have been previously developed and cultivated, in the acquisition of such positive knowledge as may prepare the individual for life and action. The inductive process is still employed as much as possible, not only because it has become, for many cases, the shortest and most agreeable, but because it is important to maintain the habits it has produced, and invigorate the faculties it has served to develope.

"But still it is far less employed than previously, and the pupil is never suffered to waste his time in attempting to create a science for himself, and thus deprived of the benefit of the experience of sages and centuries. On the contrary, they deem his mind capable of being elevated even more rapidly by following the processes of patient investigation, by which the most exalted minds have arrived at results that astonish and delight him, and of thus learning to imitate strides, which seem to him like those of a giant, and to cultivate those habits of untiring attention, which the greatest philosophers have declared to be the principal source of that telescopic glance, that almost unerring power of discrimination, which seems

to others so nearly miraculous.

"Such is the Productive System, by which the powers of the pupil are called into complete exercise by requiring him to attempt a task unaided, and then assisting him in correcting his own errors, or returning from his own wanderings, before he is discouraged by the waste of time and the fruitlessness of his efforts. They distinguish carefully between knowledge and the means of obtaining it. To cultivate the senses, and present the objects which they are capable of examining, is to open to the child the sources of knowledge—to place before him a book which is ever open, and in which he may every moment read. This, they maintain, is the first and most obvious part of education, according to the dictates of common sense. It is one in which nothing but truth is presented to him, and which, by calling his powers into constant exercise, ensures their improvement, and cultivates a spirit of investigation."

The preceding extracts are taken from Art. I. Vol. I. No. VI. of the American Journal of Education, New Series. The author avails himself of this opportunity to express his obligations to the conductors of this valuable periodical. A constant perusal of its pages has afforded him many valuable ideas on the subject of education, and he cheerfully acknowledges material assistance derived from it in the preparation of the "Productive System of English Grammar," which is now respectfully submitted to the candid examination of the public.

THE AUTHOR.

ENGLISH GRAMMAR.

OF THE NOUN.

Q. What is your name?

Q What is the name of the town in which you live?

Q. What does the word noun mean?

Ans. The word noun means name.

Q. What, then, may your name be called?

1. A NOUN.

Q. What may all names be called?

2. Nouns.

Q. Boston is the name of a place: is Boston a noun? and if so, why?

3. Boston is a noun, because it is a name.

Q. Hudson is the name of a river: is Hudson a noun, and why? Q. Book is the name of something to read in: is book a noun, and why?

Q. Will you now inform me what a noun is?

4. A noun is the name of any person, place, or thing. Q. Will you mention two nouns the names of persons? two, the names of things? two, the names of different places?

Q. Will you tell me which words are the nouns in the following sentences,

as I read them to you?

"Thomas and Joseph are in the house."

"The horse and cow are in the lot."

"The hawk and the eagle have flown to the mountain." "Trees, corn, potatoes and apples grow in the fields."

II. NUMBER.

Q. What is the meaning of the word number; as, "The number of buttons on your coat"?

5. Number means a sum that may be counted.

Q. What does the word singular mean?

6. It means one.

Q. When, then, I speak of one thing only, as chair, what number is it?

7. Singular number.

Q. What, then, does the singular number of nouns denote?

8. The singular number denotes but one thing.

Q. Of what number is book, and why?

- 9. Book is of the singular number, because it means but one.
 - Q. Of what number is chair, and why? Q. What does the word plural mean? 10. It means more than one.
 - Q. Of what number is lamps, and why?
- 11. Lamps is of the plural number, because it means more than one.

Q. Of what number is inkstand, and why?

Q. By adding s to dove, we have doves, and es to box, we have boxes. How, then, is the plural number of nouns usually formed?

12. By adding s or es to the singular.

Q. Will you spell the plural of ounce? glass? window? theatre? antecedent? church? labyrinth?

Q. How many numbers do nouns appear to have, and what are they?

13. Two, the singular and plural.

Q. Will you name a noun of the singular number? one of the plural number?

III. GENDER.

Q. What does the word gender mean?

14. Gender signifies sex.

Q. What does the word masculine mean?

15. It means male.

Q. John is the name of a male: of what gender or sex, then, is John?

16. Of the masculine or male gender.

Q. What nouns, then, are said to be of the masculine gender?

17. The names of males.

Q. What gender, then, is man, and why?

18. Man is of the masculine gender, because it is the name of a male.

Q. Of what gender is uncle, and why? father? why?

Q. What does feminine mean? 19. It means female.

Q. Susan is the name of a female: of what gender, then, is Susan?

20. Of the feminine gender.

Q. What nouns, then, are said to be of the feminine gender?

21. The names of females. Q. What gender is woman, and why?

22. Woman is of the feminine gender, because it is the name of a female.

Q. Of what gender is aunt, and why? daughter? why?

Q. What does the word neuter mean?

23. It means neither.
Q. Chair is the name neither of a male nor a female: what gender, then, may it properly be called?

24. Neuter gender.

Q. What nouns, then, may be said to be of the neuter gender?

25. The names of objects that are neither males nor females.

Q. Of what gender is inkstand, and why?

26. Neuter gender, because it is the name neither of a male nor female.

Q. Of what gender is bench? why? chair? why?

Q. Parent, you know, is the name either of father or mother, that is, it is a name common to both: of what gender, then, shall we call such nouns as parent, bird, &c.?

27. Common gender.

Q. What nouns, then, may be said to be of the common gender?

28. The names of such animals as may be either males or females.

Q. Of what gender is sheep, and why?

29. Sheep is of the common gender, because it is the name either of a male or female.

Q. Of what gender is robin, and why?

Q. How many genders do nouns appear to have, and what are they?

30. Four—the masculine, the feminine, the neuter, and the common.

Q. Will you name a noun of the masculine gender? one of the feminine? one of the neuter? one of the common?

Q. Will you name the gender and number of each noun in the following sentences, as I read them to you?

"James and William."

"Slate and pencil."
"Women and birds."

"John and the girls."

IV. PROPER AND COMMON NOUNS.

Q. What is the meaning of the word common; as, "A common complaint"?

31. Common means general.

Q. Although there are a vast many male children in the world, each one may be called by the general name of boy: what kind of a noun, then, would you call boy?

32. A common noun.

Q. When, then, is a noun called common?

33. When it is a general name. Q. What does the word proper mean?

34. It means fit or particular.

Q. John, you know, is the particular name of a boy: what kind of a noun then, may it be called?

35. A proper noun.

- Q. When, then, may a noun be called proper?

 36. When it is a particular name.

 Q. What kind of a noun is Susan, and why?
- 37. Susan is a proper noun, because it is a particular name.
 - Q. What kind of a noun is John, and why?

Q. What kind of a noun is river, and why?

38. River is a common noun, because it is a general name.

Q. How many kinds of nouns do there appear to be, and what are they?
Q. What kind of a noun is girls? Mary? town? New York? London? boat? chain?

Q. Will you now tell me which words are the nouns in the following sentences; which are proper, and which common; also their gender and number? "Thomas and John." "King and queen."

"Susan and Mary." "House and barn."

V. PERSON.

Q. When a person, in speaking, says, "I, John, will do it," what person do grammarians call John?

39. The first person.

Q. When, then, is a noun of the first person?

40. When it is the name of the person speaking. Q. When I say, "James, mind your studies," what person do grammarians call James?

41. The second person, being the person spoken to.

Q. When, then, is a noun of the second person?

- 42. When it is the name of the person spoken to, or addressed.
- Q. "William, James has come." What person is William, and why? 43. Of the second person, because William is spoken

to. Q. When I say, "William, James has come," I am speaking to William about James; of what person, then, is James, and why?

44. Of the third person, because James was spoken of; that is, I was talking about James.

Q. When, then, is a noun of the third person?

45. When it is spoken of.

Q. "Thomas, Rufus is in the garden." What person is Thomas? why? Is Rufus? why?

Q. How many persons do nouns appear to have, and what are they? 46. Three persons—the first, second, and third.

Q. Will you inform me which of the following nouns are proper, which common; also their gender, number, and person?

"I, James, of Boston." "Boy and girl."

"Henry, study your book." "William and his sister."

Q. We say of an animal, for instance a horse, when he is fat, that "He is in a good case"; and, when he is lean, that "He is in a bad case": what, therefore, does the word case mean?

47. Case means condition, state, &c.

Q. When I say, "Charles strikes William," "William strikes Charles," you may perceive that the state or condition of Charles in the former example is quite different from his state or condition in the latter: in the one, Charles strikes; in the other, he is struck: what, then, is meant by the different cases

48. The different condition or position they have in

relation to other words in the same sentence.

Q. What does the word nominative mean?

49. Nominative means naming. Q. When I say, "John strikes," he evidently does something: what, then, may John be called?

50. An actor or doer.

Q. Well, then, as the actor or doer is considered the naming or leading noun, in what case is John, when I say, "John strikes"?

51. In the nominative case.

Q. What, then, is the nominative case of nouns?

- 52. The nominative case is the agent or doer. Q. When I say, "The dog runs," in what case is dog, and why?
- 53. Dog is in the nominative case, because it is the agent, actor, or doer.

Q. "The cat catches mice." In what case is cat, and why?
Q. When I say, "Thomas is pursuing the thief," what is the object here which Thomas is pursuing?

54. Thief.

Q. What does the word objective mean?

55. It means belonging to the object.

Q. In what case, then, may thief be reckoned, in the phrase, "Thomas pursues the thief"?

56. In the objective case.

Q. What, then, does the objective case denote?

57. The objective case denotes the object.

Q. When I say, "William whips John," in what case is John, and why? 58. In the objective case, because John is the object.

Q. What does the word possessive imply?

59. Possession, ownership, property, &c.

Q. When I say, "It is John's slate," I mean to say that John owns the slate: in what case, then, shall we reckon John's?

60. In the possessive case.

Q. What, then, does the possessive case of nouns denote?

61. The possessive case denotes possession, property, &c.

Q. When I say, "Peter's knife," who owns or possesses the knife?

Q. In what case, then, is Peter's, and why?

- 62. In the possessive case, because Peter possesses the knife.
- Q. In the example "John's slate," you perceive that John's ends in s, with a comma before it: what is the comma, and what is the s, called in grammar?

63. The comma is called an apostrophe, and the s,

an apostrophic s.

Q. You also perceive that John's is singular: how, then, do nouns in the singular number usually form their possessive case?

64. By taking after them an apostrophe with the letter s following it.

Q. "On eagles' wings." Here eagles' is plural, and in the possessive case: how, then, do nouns in the plural usually form their possessive case?

65. Simply by taking the apostrophe without the addition of s.

Q. But if the plural noun does not end in s, as, "men's concerns," how is

the possessive case formed?

66. As the same case in the singular number is formed.

Q. From the foregoing remarks, how many cases do nouns appear to have,

and what are they?

67. Three—the nominative, possessive and objective.

Q. Decline sometimes means to vary the endings of a word: what, then, do I mean when I ask you to decline a noun?

68. To tell its different cases or endings.

Q. Will you decline John?

69. Nominative case, John. Possessive case, John's. Objective case, John.

Q. Will you decline boy, in both numbers?

Singular. Plural.

70. Nom. Boy. Nom. Boys. Poss. Boys's. Poss. Boys's. Obj. Boys.

Q. When I say "William's coat," you perceive that the noun coat follows William's: by what is William's said to be governed, and why?

71. By coat, because it follows William's.

Q. What, then, may be considered a rule for governing the possessive case?

The possessive case is governed by the following noun.

Q. "William's hat." Is William's a proper or common noun? Why?

Q. What is its person? why? (45.)* Its number? why? (8.)* Its gender? why? (17.)* Its case? why? (61.)* What noun follows William's? What word, then, governs William's? What is the rule?

Q. When we mention the several properties of the different words in sentences, in the same manner as we have those of William's, above, what is the

exercise called?

72. Parsing.

EXERCISES IN PARSING.

"John's knife."

73. John's is a noun, because it is a name—proper, because it is a particular name—masculine gender; it is the name of a male—third person; it is spoken of—singular

^{*} Refer back to this number.

NUMBER; it means but one—Possessive Case; it implies possession—and it is governed by the noun knife, according to

Rule I. The possessive case is governed by the following

noun.

Knife is a Noun; it is a name—common; it is a general name—neuter gender; it is neither male nor female—third person; it is spoken of—singular number; it means but one.

Let the learner parse the foregoing, till the mode of parsing the noun is so familiar to him, that he can do it readily, without looking in the book. He may then take the following exercises, which are to be parsed in a similar manner.

EXERCISES IN PARSING CONTINUED.

"Peter's cap." "Stephen's coat." "Brother's knife." "John's slate." "Father's house." "Boys' hats."

VII. OF ARTICLES.

Q. When I say, "Give me a book," I evidently mean no particular book; but when I say, "Give me the book," what do I mean?

74. Some particular book.

Q. Which are the words that make this difference in meaning?

75. *A* and *the*.

Q. What are these little words called?

76. ARTICLES.

Q. What, then, are articles?

77. Articles are words placed before nouns to limit their meaning.

Q. What is the meaning of the word definite?

78. Definite means particular.
Q. "Give me the book." Here a particular book is referred to: what kind of an article, then, shall we call the?

79. Definite article.

Q. What, then, is a definite article?

- 80. It points out what particular thing or things are meant.
- Q. The word in, when placed before words, frequently signifies not: what, then, will indefinite mean?

81. Not definite.

Q. When I say, "Give me a knife," no particular knife is meant: what kind of an article, then, may a be called?

82. Indefinite article.

Q. Why is it so called?

83. Because it is not used before the name of any particular person or thing.

2

Q. We say "an apple," "an inkstand," &c. in preference to "a apple," "a inkstand," &c. : why is this?

84. Because it is easier to speak, and also more

pleasant to the ear.

Q. What kind of letters do apple and inkstand begin with?

85. Vowels.

Q. In what cases do we use an instead of a?

86. Before words beginning with the vowels a, e, i, o, u.

Q. In speaking, we say, "a man," not "an man": when, then, do we use a?

87. Before words beginning with consonants.

Q. Which letters are consonants?

88. All the letters of the alphabet, except the vowels, which are a, e, i, o, u; and also w and y, except at the beginning of words, when they are consonants.

Q. How, then, do a and an differ?

89. Only in their use; a being used before consonants, and an before vowels: both are called by the same name.

Q. How many articles do there appear to be, and what are they?

90. Two—a or an, and the.

Q. It is customary to say, "a boy," not "a boys"; also, "an inkstand," not "an inkstands": of what number, then, must the noun be, before which the indefinite article is placed?

91. The singular number.

Q. What, then, is the rule for the indefinite article?

RULE II.

The indefinite article A or AN belongs to nouns of the singular number.

Q. We can say, "the boy," and "the boys"; using a noun either of the singular or plural number after the: what, then, is the rule for the definite article?

RULE III.

The definite article the belongs to nouns in the singular or plural number.

EXERCISES IN PARSING.

" The boy."

92. The is an ARTICLE, a word placed before nouns to limit their meaning—DEFINITE; it means a particular boy and belongs to boy, according to

RULE III. The definite article the belongs to nouns of the

singular or plural number.

Boy is a noun; it is a name—common; it is a general name-MASCULINE GENDER; it is the name of a male-THIRD PERSON; it is spoken of—and SINGULAR NUMBER; it means but one.

EXERCISES IN PARSING CONTINUED.

"The man." "The boys' hats." "A hand." "An eagle." "A man's cap." "A man." "An insect." "The men."

"A mite." "An acorn." "The boys." "The girls' room." "The mice." "The lady's box." "A month." "An ounce."

VIII. OF ADJECTIVES.

Q. When I say, "John is an obedient, industrious, and good boy," I use certain words to describe boy: which are they?

93. Industrious, obedient, and good.

Q. When I say, "a good man," to what word is the describing word good joined or added?

94. To the noun man.

Q. What does the word adjective mean?

95. Joined or added to.

Q. What, then, shall we call such describing words as good, obedient, industrious, &c.?

96. Adjectives.

Q. What, then, are adjectives?

97. Adjectives are words joined to nouns to describe or qualify them.

Q. "A wise man." Which word is the adjective here, and why?
Q. "Rufus is a good boy, but James is a better one." How are Rufus and James spoken of here?

98. In comparison with each other.

Q. The adjectives in the last example are good and better: can you tell me which of these words denotes a higher degree of excellence than the other?

99. The word better.

Q. What degree of comparison, then, shall we call better?

100. Comparative degree.

Q. What, then, does the comparative degree imply? 101. A comparison between two.

Q. "William is tall, Thomas is taller, but Rufus is the tallest boy in school." What is meant here by tallest?

102. Exceeding all in height. Q. What does the word superlative mean?

103. Exceeding all; the highest or lowest degree.

Q. What degree of comparison, then, shall we call tallest?

104. Superlative degree.

Q. What, then, does the superlative degree do?

105. It increases or lessens the positive to the high-

est or lowest degree. Q. When I say, "James is a good boy," I make no comparison between him and any other; but simply assert, in a positive manner, that James is a good boy. What kind of a sentence, then, would you call this?

106. A positive sentence.

Q. Of what degree of comparison, then, shall we call good?

107. The positive degree.

Q. What, then, does the positive degree do?

108. It merely describes, without any comparison.

Q. Will you compare great?

109. "Positive, great; Comparative, greater; Superlative, greatest."

Q. Will you compare wise in the same manner?
Q. Wise and great are words of one syllable: how, then, are the comparative and superlative degrees of words of this sort formed?

110. By adding r or er, st or est, to the positive.

Q. Will you in this manner compare small? high? mean?

'Q. Will you compare heautiful?

- 111. "Pos. beautiful; Comp. more beautiful; Sup. most beautiful."
 - Q. How many syllables compose the word beautiful?

Q. How, then, are words of three, or more syllables than one, usually compared?

113. By placing more and most before the positive.

Q. Will you in this manner compare industrious? ingenious? dutiful? Q. Will you compare wise, by using the words less and least?

114. "Pos. wise; Comp. less wise; Sup. least wise." Q. Will you in like manner compare benevolent? distinguished? dilatory?

Q. "Good men, better men, best men." Which adjective here is the positive, and why? (108.) Which the comparative? why? (101.) Which the

superlative? why? (105.)

Q. Good, you perceive, is not compared regularly, like great, beautiful, &c.; and since there are many words of this description, I will give you a list of the principal ones, together with others, regularly compared: will you repeat the comparative and superlative degrees, as I name the positive?

115.	Positive.	Comparative.	Superlative.
	Good,	Better,	Best.
	Little,	Less,	Least.
	Much, or many,	More,	Most.
	Bad, ill, or evil,	Worse,	Worst.
	Near,	Nearer,	Nearest, or next.
	Old,	Older,	Oldest, or eldest.
	Late.	Later.	Latest, or last.

Q. From the foregoing, how many degrees of comparison do there appear to be, and what are they?

116. Three—the positive, comparative, and super-

lative.

Q. Adjectives, you recollect, describe nouns: to what, then, do they naturally belong?

RULE IV.

Adjectives belong to the nouns which they describe.

EXERCISES IN PARSING.

"A wiser child."

117. A is an ARTICLE, a word placed before nouns to limit their meaning-INDEFINITE; it means no particular childand belongs to child, agreeably to

RULE II. The indefinite article a or an belongs to nouns

of the singular number.

Wiser is an ADJECTIVE, a word joined with a noun to describe it-"Pos. wise; Comp. wiser, Sup. wisest"-made in the comparative degree—and belongs to child, by

RULE IV. Adjectives belong to the nouns which they de-

scribe.

Child is a noun; it is a name—common; it is a general name—common gender; it may be either male or female— THIRD PERSON; it is spoken of—and singular number; it means but one.

EXERCISES IN PARSING CONTINUED.

"A dutiful son." "The base man." " An ugly child." "An idle boy." "An irksome task." "The whiter cloth." "A foolish son." "A mild reply." "The milder weather." "The more (1) benevolent citizen." "The greatest man."

"The wisest prince."

"The noblest man."

"A large, convenient, and (1) airy habitation." "The intelligent, industri-

ous, obedient, and (1) docile scholar."

"The most (1) suitable method."

"The least (1) distrustful friend."

"The last choice."

"The best man." "The nearest relations."

"Johnson's (2) large dictionary." "Murray's small grammar."

IX. OF PRONOUNS.

Q. When I say, "John goes to school, John learns fast, and John will excel," how can I speak so as to avoid repeating John so often?

118. By using the word he in its place; thus, "John goes to school, he learns fast, and he will excel."

Q. What little word, then, may stand for John?

119. He.

Q. What does the word pronoun mean?

120. Standing for, or instead of, a noun. Q. What, then, shall we call the word he, above?

121. A PRONOUN.

Q. What, then, is a pronoun?

122. A pronoun is a word used for a noun, to avoid a repetition of the same word.

Q. When James says, "I will study," you perceive that I stands for the person speaking: what person, then, is it? (39.)
Q. When I say, "James, you must study," the word you evidently is applied to James, who is spoken to: what person, then, ought you to be?

123. The second person.

^{1.} To be omitted in parsing. 2. Johnson's is governed by dictionary, by Rille I.

Q. When I say, "He (meaning William) should learn," what person ought he to be, and why?

124. The third person; because it stands in the

place of a noun which is spoken of.

Q. If I invariably stands for the first person, you for the second, and he for the third, how can we tell the different persons of pronouns?

125. By the pronouns themselves.

Q. What have these pronouns been called from this circumstance?

126. Personal pronouns.

I will now give you a list of all the personal pronouns, which you must first examine carefully, and then answer such questions on them as may be asked you.

DECLENSION OF THE PERSONAL PRONOUNS.

FIRST PERSON.

Plur.

Us.

127. Sing.

Nom. I. We. Poss. My or mine. Ours or our.

Obj. Me.

SECOND PERSON.

Plur. Sing. Nom. Thou or you. Ye or you.

Poss. Thine or thy, yours or your. Obj. Thee or you. Yours or your.

THIRD PERSON MASCULINE.

Sing. Plur. Nom. He. They.

Poss. His. Theirs or their.

Obj. Him. Them.

THIRD PERSON FEMININE.

Plur. Sing. Nom. She.

They. Poss. Hers or her. Theirs or their.

Obj. Her. Them.

THIRD PERSON NEUTER.

Plur. Sing. They. Nom. It.

Poss. Its. Theirs or their.

Obj. It. Them.

Q. Will you decline I in both numbers? thou or you? he? she? it? Q. In what person, number, and case is I? we? my? mine? our or ours?.

me? us? thou? ye? his? they? them? Q. In what gender, person, number, and case is he? she? it? his? hers?

Q. How many numbers do pronouns appear to have, and what are they?

128. Two-the singular and plural.

Q. How many cases, and what are they?

129. Three—the nominative, the possessive, and the objective.

Q. How many persons?

130. Three—the first, second, and third.

Q. How many genders?

131. Three—the masculine, feminine, and neuter.

Q. How many pronouns are there in all, of the first person?

Q. How many of the second, and how many of the third?
Q. The pronouns of the nominative case, singular, are called leading pronouns: how many of these are there?

133. Five—I, thou or you, he, she, it.

Q. Why are not the possessive and objective cases of the singular and plural numbers, also the nominatives plural, reckoned in the number of the leading pronouns?

134. Because they are all considered as variations

of the nominative singular.

Q. To which of the pronouns is it customary to apply gender? 135. To the third person singular, he, she, it.

Q. Why are not the first and second persons each made always to represent a different gender?

136. The first and second persons being always present, their genders are supposed to be known.

Q. If, as we have seen, pronouns stand for nouns, what gender, number,

and person ought they to have?

137. The same as the rouns for which they stand. Q. What, then, may be considered a rule for the agreement of the pronouns?

BULB W.

Pronouns must agree with the nouns for which they stand, in gender, number, and person.

QUESTIONS ON PARSING.

Q. How many different sorts of words have we now found, and what are

138. Four—the Noun, the Article, the Adjective,

and the Pronoun.

Q. The word part, you know, means division; and speech, the power of using words, or language: what, therefore, shall we call these grand divisions of words?

139. PARTS OF SPEECH.

- Q. When, then, I ask you what part of speech boy is, for instance, what do you understand me to mean?
- 140. The same as to ask me whether boy is a noun or not.
 - Q. What part of speech, then, is William, and why? (36.)
 - 1. "He went to school."
 - 2. "She went to her task."
 - 3. "William went to his play."
 - 4. "John returned from his school." 5. "I request you to mind your studies."
 - 6. "The book was mine, but now it is yours."

Q. Will you name the pronouns in the six foregoing examples?
Q. How many are there in all?
Q. What is the gender, number, and person of those in the first? second?

third? fourth? fifth? sixth?

Q. What is the gender of his, in the fourth sentence? why? (137.) Its number? why? (137.) Its person? why? (137.) Its case? why? (61.)
Q. Will you name the nouns in the first sentence? in the second? third? fourth? fifth? sixth?

X. OF THE VERB.

Q. When I say, "James strikes William," which word tells what James does?

141. Strikes.

Q. The word verb means word; and as the words in all sentences, which tell what the nouns do, are the principal ones, what shall such words be called?

Q. If, in the phrase "William strikes James," we leave out the word strikes, you perceive at once that the sense is destroyed: what reason, then, can you give, for calling some words in a sentence verbs, and others by a different name?

143. The words which we call verbs are the most

important.

Q. "William studies his lesson." Which word is the verb here, and why?

144. Studies, because it tells what William does.

Q. When I say, "John dances," which word is the verb, and why?
Q. When I say, "James strikes John," which word shows that an action is performed?

145. Strikes.

Q. What kind of a verb, then, shall we call strikes?

146. An active verb.

Q. What kind of a verb is walks, in this sentence, "John walks," and why?

147. Walks is an active verb, because it expresses

action.

Q. "He beat William." Which word here is the verb? Is William an agent or an object?

148. An object.

Q. When I say, "The child walks," walks, it is true, is an active verb, but it has no noun after it for an object, as beat has, in the phrase above; neither can we supply one; for we cannot say, "The child walks" any thing: what, therefore, is to be inferred from this fact, in regard to the nature of active verbs?

149. That some active verbs will take nouns after

them for objects, and others will not.

Q. We will next notice this difference. The term transitive means pass ing over; and when I say, "William whips Charles," the verb whips shows that the action which William performs, passes over to Charles as the object. What kind of a verb, then, shall we call whips?

150. An active-transitive verb. Q. What, then, is an active-transitive verb?

151. It is one that either has, or may have, an object after it.

Q. Walks, we found, would not take an object after it; and, as intransi-

time means not passing over, what shall we call such verbs as walks?

152. Active-intransitive verbs.

Q. What, then, is an active-intransitive verb?

153. An active-intransitive verb is one that expresses action, but will not take an object after it.

Q. When I say, "He eats it," "He beats him," we immediately determine that beats and eats are active-transitive verbs, by the objects after them:

how, then, may transitive and intransitive verbs be distinguished?

154. When we can place him or it after any active verb, and make sense, it is transitive; otherwise, it is intransitive.

Q. "James remains at home-sleeps at home-is at home." Which

words are the verbs here?

155. Remains, sleeps, and is.

Q. These verbs do not imply action, like strikes, beats, &c.: what do they mply?

156. Existence, rest, or being, in a certain state.

Q. These verbs, and others of similar character, have been called neuter (signifying neither) by grammarians, because they are neither active nor passive. On a future occasion, I will make you fully acquainted with a passive verb. It is sufficient for our present purpose, that you perceive the reason of the name of the neuter verb. What is a neuter verb?

157. A neuter verb is one that simply implies being

or existence in a certain state.

Q. Will you inform me now, in general terms, what is a correct definition of a verb?

158. A verb is a word which signifies action or BEING.

Q. When I say, "I strike," in what number and person is *strike*, and why 1 159. Strike is of the first person singular, because its agent, I, is of this person and number.

Q. Hence you may perceive, that verbs, in themselves considered, do not have person and number: why, then, are they said to have these properties at

all?

160. On account of the connection which they have

with their agents or nominatives.

Q. We say, "I write," and "He writes"; hence you perceive that the ending of the verb varies, as its agent or nominative varies: what, then, will be the rule for the nominative case?

RULE VI.

The nominative case governs the verb in number and person.

Q. If the nominative case governs the verb in number and person, in what respect must the verb agree with its nominative case?

RULE VII.

A verb must agree with its nominative case in number and person.

number and person.

Q. When I say, "James beats him," the pronoun him is the object of the action denoted by beats, and is, therefore, in the objective case: what, then, will be a good rule for the objective case after active verbs?

RULE VIII.

Active-transitive verbs govern the objective case.

Q. I will now give you the different endings of the verb love, in its different numbers and persons. Will you repeat them?

Singular.

Singular.

First person, I love.
Second person, You love.
Third person, He loves.

Third person, They love.

Q. Will you repeat the variations of am?

Singular. Plural.

162. 1 Pers. I am. 1 Pers. We are. 2 Pers. You are. 3 Pers. He is. 3 Pers. They are.

Q. Will you repeat, in the same manner, the variations of hate? desire? read?

EXERCISES IN PARSING.

"I study my lesson."

163. I is a pronoun, a word used instead of a noun—personal; it always denotes the same person, (the first)—first person; it denotes the speaker—singular number; it means but one—"Nom. I"—made in the nominative case to study, according to

Rule VI. The nominative case governs the verb in num-

ber and person.

Study is a verb; it expresses action—TRANSITIVE; it admits an object after it—"1 Pers. I study"—made in the FIRST PERSON—SINGULAR NUMBER, because its nominative I is, with which it agrees, agreeably to

Rule VII. A verb must agree with its nominative case in

number and person.

My is a pronoun, a word used for a noun—personal; it always represents the same person—first person; it represents the person speaking—"Nom. I; Poss. my, or mine"—made in the possessive case—and governed by the noun lesson, according to

Rule I. The possessive case is governed by the following

noun.

Lesson is a NOUN—COMMON; it is a general name—NEUTER GENDER; it is neither male nor female—THIRD PERSON; it is spoken of—SINGULAR NUMBER; it means but one—and in the objective case; it is the object of the verb study, and governed by it, according to

Rule VIII. Active-transitive verbs govern the objective

case.

EXERCISES IN PARSING CONTINUED.

Transitive Verbs.

"I lament my fate."
"You regard your friends."

"We desire your improvement."

"We love our children."
"You make a knife."

"He found a dollar."

"She attends the school."
"It retards the work."

"They shun vice."
"Ye derive comfort."

2.

"I love him." "I lament her."

"You assist them." "He struck her."

"She forsook you."

"They annoy me."

"We took it." "She relieved us."

". John reads his book."

His is a PRONOUN, a word used instead of a noun-PER-SONAL; it uniformly stands for the same person-MASCULINE GENDER, THIRD PERSON, SINGULAR NUMBER, because the noun John is, with which it agrees, agreeably to

Rule V. Pronouns must agree with the nouns for which

they stand, in gender, number, and person.

"Nom. he; Poss. his"—made in the Possessive Case—

and governed by the noun book, according to

Rule I. The possessive case is governed by the following

The remaining words, book, reads, and John, are parsed as before.

EXERCISES IN PARSING CONTINUED.

"Mary studies her lesson." "Virtue rewards its followers."

"The girls love their books." "A disobedient son grieves his "Good children mind their parents."

parents." "The intemperate man loves his "Sin deceives its votaries."

XF In parsing personal pronouns, we do not apply Rule V. unless the nouns for which they stand are expressed.

Intransitive Verbs.

"I walk." "You smile." "John swims."

"Birds fly." "James runs." "They wink." "Lions roar." "William hops." "We dance."

Neuter Verbs.

"William is (1.) discreet." (2.) "John's wife is fortunate." "James is happy." "John's brother is unhappy."

"He was studious." "The eagle's flight was sudden."

"He became intemperate." "The scholar's duty is plain." "Thou art wise." "The judge's pay is sufficient."

INDICATIVE MOOD—TENSE.

- Q. When James says, "I will learn," he evidently means, by his manner of speaking, to express his intention to learn; but when he says, "I can learn," what does he mean?
- (1.) Is is a VERB; it implies being—NEUTER; it is neither active nor passive, but expresses being, merely—"1 pers. I am; 2 pers. You are; 3 pers. He, or William is "-made in the THIRD PERSON, SINGULAR, because William, its nominative, is, and agrees with William, according to

 RULE VII. A verb must agree with its nominative case in number and person.
 (2.) Discreet belongs to William, by Rule IV.

165. That he has the ability to learn.

Q. What does the word mood mean? 166. Mood means manner.

Q. What, then, does the mood of verbs denote?

167. The different manner of representing actions.

Q. What does the word indicative mean?

168. Declaring or showing.
Q. When I say, "William has studied," I declare some fact: in what mood, then, shall we class has studied?

169. In the indicative mood.

Q. When I say, "Has William studied?" the only difference between this phrase and the foregoing consists in a change in the order of the words, so as to show that a question is asked: in what mood, then, shall we call has William studied?

170. Indicative mood.

Q. What, then, is the indicative mood used for?

171. The indicative mood is used for asserting, indicating or declaring a thing, or asking a question.
Q. In what mood is "They'do sing"? Why? (171.)

Q. What does the word tense mean? 172. Tense means time.

Q. What does present mean? 173. Present means now.

Q. When I say, "The bird sings," I mean that the bird sings now: in what tense, then, is sings?

174. In the present tense.

Q. What, then, is the present tense used for?

175. The present tense is used to express what is now taking place.

Q. In what tense is "The dog runs"? Why? (175.)
Q. "James wrote." "James has written." These phrases denote what is past: in what tense are they?

176. In the past tense.

Q. What does the word future mean; as, "At some future time"?

177. Future means yet to come.

Q. In what tense are the phrases, "I will come," "I shall have come"?

178. In the future tense.

Q. How many grand divisions of time do there appear to be, and what are they?

179. Three—the present, past, and future.

Q. When I say, "John wrote," is the action here spoken of past and finished?

180. It is.

Q. What does imperfect mean?

181. Unfinished, or incomplete.

Q. "John was writing when I saw him." This denotes an action unfinished in past time, and corresponds with what is usually denominated in Latin the imperfect tense: hence the origin of the name selected by English grammarians to denote action past and finished; a term not all significant of an action finished in past time: what, then, does the imperfect tense express?

182. The imperfect tense expresses what took place

in past time, however distant.

Q. "Peter wrote yesterday, and has written to-day." Here both acts of

writing are past and finished; but which has more immediate reference to the present time?

183. Has written.

Q. To distinguish this tense from the imperfect, grammarians have called

it the percect tense: what, then, will the percect tense express?

184. The perfect tense expresses what has taken place, and also conveys an allusion to the present time.

Q. "James had read before I wrote." Here, both acts are past and finished; but which took place first?

185. The act of reading.

Q. What does the word pluperfect mean? 183. More than the perfect.

Q. What tense, then, shall we call "James had read"?

187. The pluperfect tense.

Q. What, then, does the pluperfect tense express?

188. The pluperfect tense expresses what had taken place at or before some past time mentioned.

Q. "John will come." This, you know, was called the future tense: can

you tell me why?

189. Because it implies time to come.

Q. What, then, does the future tense express?

190. The future tense expresses what will take

place hereafter.

Q. "I shall have learned my lesson by noon." Here, an action is to take place at a future time specified or mentioned; and since we already have one future tens., we will call that the first, and this the second future tense: what, then, will the second future tense express?

191. The second future expresses what will have taken place at or before some future time mentioned.

Q. What does synopsis mean?

192. A concise and general view.

Q. I will now present you with a synopsis of all the different tenses, illustrated by the verb learn: will you repeat it?

SYNOPSIS.

193. Pres. tense, I learn, or do learn. I learned, or did learn. Imp. tense, Perf. tense, I have learned. I had learned. Plup. tense,

> 1st Fut. tense, I shall or will learn. 2d Fut. tense. I shall have learned.

You shall next have the different variations of the foregoing verb, in each tense of the indicative mood: these I wish you to study very carefully, that you may be able to answer the questions which will then be asked you.

194. To learn. INDICATIVE MOOD.

PRESENT TÉNSE. Singular.

Plural. 1 Pers. I learn. 1 Pers. We learn.

2 Pers. You learn. 2 Pers. You learn. 3 Pers. He, she, or it learns.

3 Pers They learn.

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When we wish to	express energy	or positiveness.	thus-
Singular.	1	Plural.	

1. I do learn. 2. You do learn. 1. We do learn.

3. He does learn.

2. You do learn. 3. They do learn.

IMPERFECT Singular.

TENSE. Plural.

1. I learned. 2. You learned. 3. He learned.

 We learned.
 You learned. 3. They learned.

OR,

Singular. 1. I did learn.

2. You did learn. 3. He did learn.

1. We did learn. 2. You did learn.

3. They did learn.

Plural.

Singular.

1. I have learned. 2. You have learned. 3. He has learned.

PERFECT TENSE. Plural

1. We have learned. 2. You have learned. 3. They have learned.

PLUPERFECT TENSE.

Singular.

1. I had learned. 2. You had learned. 3. He had learned.

Plural. 1. We had learned. 2. You had learned.

3. They had learned.

FIRST FUTURE TENSE.

Singular. 1. I shall or will learn. 2. You shall or will learn.

3. He shall or will learn.

Plural. 1. We shall or will learn. 2. You shall or will learn. 3. They shall or will learn.

SECOND FUTURE TENSE. Plural.

Singular. 1. I shall have learned. 2. You will have learned. 3. He will have learned.

1. We shall have learned. 2. You will have learned. 3. They will have learned.

* For the benefit of those who choose to retain the second person singular, as given in former treatises, the following synopsis is inserted.

SYNOPSIS.

195. 2d Pers. Sing. Pres. Thou learnest, or dost learn. Thou learnedst, or didst learn. 2d Pers. Sing. Imp. 2d Pers. Sing. Perf. Thou hast learned.

2d Pers. Sing. Plup. Thou hadst learned. 2d Pers. Sing. 1st Fut. Thou shalt or wilt learn. 2d Pers. Sing. 2d Fut. Thou wilt have learned.

Q. In what mood is "I learn"? Why? (171.) In what tense? Why? (175.) In what mood and tense is "He learns"? "We learn"? "I did learn"? "I have learned"? "I had learned"? "I shall or will learn"? "I shall have learned"?

Q. In what person and number is "I learn"? "You learn"? "We learn"? "They had learned"? "He shall learn"? "We had learned"?

Q. What does the word auxiliary mean? 196. Auxiliary means helping. VERBS.

Q. In the phrase, "I will sing," will, you perceive, is used to help form the future tense of sing: will is, therefore, called an auxiliary verb, and the verb sing is reckoned the principal verb: what, then, are auxiliary verbs?

197. Auxiliary verbs are those by the help of which are formed the different tenses, moods, &c. of the principal verbs.

Q. The auxiliary verbs are not unfrequently denominated the signs of the tenses, because each tense has, in general, an auxiliary peculiar to itself: what, then, is the sign of the second future?

198. Shall or will have.

Q. What is the sign of the first future?

199. Shall or will.

Q. What is the sign of the pluperfect?

200. Had.

Q. What is the sign of the perfect?

201. Have.

Q. What is the sign of the imperfect?

202. Did.

Q. We can say, "I did strike yesterday," or, "I struck yesterday"? how, then, can we tell when a verb is in the imperfect tense without the sign did?

203. If we can place yesterday after the verb, and make sense, it is in the imperfect tense.

Q. What is the sign of the present tense?

204. Do, or the first form of the verb.

Q. From the foregoing, how many tenses does the indicative mood appear

to have, and what are they?

205. Six—the present, the imperfect, the perfect, the pluperfect, the first and second future tenses.

EXERCISES IN PARSING.

" They have arrived."

206. They is a pronoun, a word used instead of a noun— PERSONAL; it always represents the same person-THIRD PERSON; it denotes the persons spoken of-PLURAL; it means more than one—"Nom. he; Poss. his; Obj. him. Plural. Nom. they"-made in the NOMINATIVE CASE to have arrived, according to

Rule VI. The nominative case governs the verb.

Have arrived is a VERB, a word that implies action or being-ACTIVE; it implies action-INTRANSITIVE; it does not admit of an object-INDICATIVE MOOD; it simply indicates or declares a thing-Perfect Tense; it expresses what has just taken place-"1. I have arrived; 2. You have arrived; 3. He has arrived. Plural, 1. We have arrived; 2. You have arrived; 3. They have arrived"-made in the THIRD PERSON PLURAL, because its nominative they is, and agrees with it, according to

RULE VII. A verb must agree with its nominative case in

number and person.

EXERCISES IN PARSING CONTINUED.

"They had come."

"We did go."

"The bird will return."

"James loves William."

"Susan beats him."
"I have beaten them."

"She had beaten us."
"You shall assist him."

"It did disturb me."

"Do I disturb you?"

"Did they learn their lessons?"

"Have they recited?"

"Does the instructer teach us?"

"Had he dismissed him?"

1.

"The sun has risen."
"Dogs will fight."

"Lions will roar."

2.

"Columbus discovered America."

"Piety promotes our happiness."
"He will learn his lesson."

"John did make great progress."
"They do study their lessons."

"Boys love sport."

(/ 61)

"Shall I expect your assistance?"

"Will a virtuous citizen commit such (1.) acts?"

"Have you found your knife?"

XII. POTENTIAL MOOD.

Q. What does "He may write" imply?

207. Permission or liberty to write.

Q. What does "He must write" imply?

208. Necessity of writing.

Q. What does "He can write" imply?

209. Power or ability to write.

Q. What does "He should write" imply?

210. Duty or obligation to write.

Q. What does "He would write" imply? 211. Will or inclination to write.

Q. What does the word potential n.can?

212. Able, or powerful.

Q. In what mood, then, do grammarians reckon can learn, may write, and also must write, should write, &c.!

213. In the potential mood.

Q. Why are all these different forms of representing actions considered to be in the potential mood, a name, as we have seen, peculiar only to that form of the verb which implies power?

214. To prevent multiplying moods to a great and

almost numberless extent.

Q. What, then, does the potential mood imply?

215. The potential mood implies possibility, liberty, power, will, obligation, or necessity.

Q. What are the signs of this mood?

216. May, can, must, might, could, would, and should.

Q. What does the word conjugation mean?

VERBS.

217. Uniting, combining, or joining together.

Q. You recollect that, in varying the verb, we joined the pronouns with it; hence this exercise is called conjugation: what, then, do you understand by

the conjugation of a verb?

218. The conjugation of a verb is the regular combination and arrangement of its several moods, tenses, numbers and persons.

219. Conjugation of the verb LEARN. POTENTIAL MOOD.

PRESENT TENSE.

Singular. Plural: 1. I may, can, or must learn.

 We may, can, or must learn.
 You may, can, or must learn. 2. You may, can, or must learn.

3. They may, can, or must learn. 3. He may, can, or must learn. IMPERFECT TENSE.

> Singular. Plural.

1. I might, could, would, or should learn. 1. We might, could, would, or should learn.

2. You might, could, would, or 2. You might, could, would, or should learn. should learn.

3. He might, could, would, or 3. They might, could, would, or should learn. should learn.

PERFECT TENSE.

Singular. Plural.

1. I may, can, or must have 1. We may, can, or must have learned. learned.

2. You may, can, or must have 2. You may, can, or must have learned. learned.

3. He may, can, or must have 3. They may, can, or must have learned. learned.

PLUPERFECT TENSE.

Singular. Plural.

1. I might, could, would, or should have learned. 1. We might, could, would, or should have learned.

2. You might, could, would, or 2. You might, could, would, or should have learned. should have learned.

3. He might, could, would, or 3. They might, could, would, or should have learned. should have learned.

Synopsis of the Second Person Singular, with Thou.

Pres. Thou mayst, canst, or must learn.

Imp. Thou mightst, couldst, wouldst, or shouldst learn.

Perf. Thou mayst, canst, or must have learned.

Plup. Thou mightst, couldst, wouldst, or shouldst have learned.

Q. In what mood is "I may learn"? Why? (215.)
Q. Will you repeat the synopsis with I? thou? he? we? ye? you? they?
Q. In what mood, tense, number and person, is "I can learn"? "You may learn"? "You might assist"? "They could have learned"? "He must study"?

Q. In what mood and tense is "I have learned"? "He shall run"? "William did sing"?
Q. Will you conjugate learn in the present tense, potential mood? Will

you conjugate love in the same mood, and imperfect tense? Strike, in the perfect tense? Come, in the pluperfect tense?

Q. How many tenses has the potential mood?

EXERCISES IN PARSING.

"He may return."

221. He is a Pronoun, a word used instead of a noun-PERSONAL; it invariably represents the same person-MASCU-LINE GENDER; it represents a male—THIRD PERSON; it denotes the person spoken of-singular number; it implies but one—and in the NOMINATIVE CASE; it denotes the agent— "Nom. he"-nominative case to may return, by

Rule VI. The nominative case governs the verb.

May return is a VERB; it implies action or being-Ac-TIVE; it implies action—INTRANSITIVE; it does not admit an object after it—POTENTIAL MOOD; it implies possibility, liberty, &c .- PRESENT TENSE; it denotes what may be now-"1. I may or can return; 2. You may or can return; 3. He may or can return"—made in the THIRD PERSON, SIN-GULAR, because its nominative he is, with which it agrees, according to

Rule VII. A verb must agree with its nominative case in

number and person.

EXERCISES IN PARSING CONTINUED.

"He may come."

"He might retire." "John can assist me."

"William must obey his instructer."

"We may have erred."

"John's father would go."

"I do rejoice."

"We do learn."

"John will resume his task."

Singular.

"An industrious boy will be rich."

"Boys may learn arithmetic."

"The wind may have shaken the trees."

"The lady could have procured

"James may catch the thief."

"They might learn."

"The committee will visit the school."

"An idle boy will find poverty."

CONJUGATION OF THE NEUTER VERB XIII.

To be.

222. When I say, "I am at home," you know that am is a verb, because it implies being or existence; and since to be means to exist, the verb am has been called the verb to be.

INDICATIVE MOOD. 223.

PRESENT TENSE. Plural.

1. 1 am.

2. You are. 3. He is

1. We are.

2. You are. 3. They are. VERBS. 31

Plural.

Plural.

Plural.

IMPERFECT TENSE.

PERFECT TENSE.

PLUPERFECT TENSE.

1. We were.

2. You were. .

3. They were.

1. We have been.

2. You have been.

2. They have been

Singular.

Singular.

1. I was. 2. You were.

3. He was.

1. I have been.

3. He has been.

2. You have been.

Singular. 1. We had been. 1. I had been. 2. You had been. 2. You had been. 3. They had been. 3. He had been. FIRST FUTURE TENSE. Singular. Plural. 1. I shall or will be. 1. We shall or will be. 2. You shall or will be. 2. You shall or will be. 3. They shall or will be. 3. He shall or will be. SECOND FUTURE TENSE. Singular. Plural. 1. I shall have been. 1. We shall have been. 2. You will have been. 2. You will have been. 3. He will have been. 3. They will have been POTENTIAL MOOD. PRESENT TENSE. Singular. Plural. 1. I may, can, or must be. 1. We may, can, or must be. 2. You may, can, or must be. 2. You may, can, or must be. 3. They may, can, or must be. 3. He may, can, or must be. IMPERFECT TENSE. Singular. Plural. 1. We might, could, would, or 1. I might, could, would, or should be. should be. 2. You might, could, would, or 2. You might, could, would, or should be. should be. 3. He might, could, would, or 3. They might, could, would, or should be. should be. TENSE. PERFECT Singular. Plural. 1. I may, can, or must have been. 1. We may, can, or must have 2. You may, can, or must have been. 2. You may, can, or must have been. 3. He may, can, or must have been. been. They may, can, or must have been. TENSE. PLUPERFECT Plural. Singular. 1. I might, could, would, or should 1. We might, could, would, or have been. should have been. 2. You might, could, would, or 2. You might, could, would, or should have been. should have been. 3. He might, could, would, or 3. They might, could, would, or should have been. should have been.

224. Synopsis of the Second Person Singular with Thou. INDICATIVE MOOD. POTENTIAL MOOD.

Pres. Thou art.

Imp. Thou wast.

Perf. Thou hast been. Plup. Thou hadst been.

1 Fut. Thou shalt or wilt

been.

2 Fut. Thou wilt have

Imp. Thou mightst, couldst, wouldst, or shouldst be. Perf. Thou mayst, canst, or must

Pres. Thou mayst, canst, or must be.

have been.

Plup. Thou mightst, couldst, wouldst, or shouldst have been.

XIV. QUESTIONS ON THE FOREGOING CONJUGATION.

Q. Why is am a verb? (158.) What is it sometimes called? (222.) Why is it so called? (222.)

Q. Will you give the synopsis of the verb to be with I through the indica-

tive mood?

Q. Will you conjugate am in the present indicative? Imperfect? Perfect? Pluperfect? 1 Future? 2 Future? Present potential? Imperfect?

Perfect? Pluperfect?

Q. In what mood, tense, number and person is "I am"? "Am I?" "You were"? "I have been"? "Have you been?" "He may or can be"? "We should be"? "He may have been"? "Thou shoulds have been"? "Thou mayst be"?

Q. Will you repeat the synopsis with thou?

EXERCISES IN PARSING.

"The girls were industrious."

225. Were is a VERB; it implies action or being-NEU-TER; it is neither active nor passive, expressing simply being-INDICATIVE MOOD; it simply indicates or declares a thing-imperfect tense; it expresses past time-"1. I was; 2. You were; 3. He was. Plur. 1. We were; 2. You were; 3. They were, or girls were"-made in the THIRD PERSON PLURAL, because its nominative girls is, with which it agrees, agreeably to

Rule VII. A verb must agree with its nominative case in

number and person.

Industrious is an ADJECTIVE, a word joined with a noun to describe it-"industrious, more industrious, most industrious"-in the Positive Degree; it describes, without any comparison—and belongs to the noun girls, according to

RULE IV. Adjectives belong to the nouns which they de-

scribe.

For the and girls, apply RULES III. and VI.

EXERCISES IN PARSING CONTINUED.

"William is attentive."

"John is studious."

"We are jealous." "Thou art dutiful." " Am I young?" "Was I wrong?"

"Have we been wicked?"

"Were they penitent?"

"Mary has been intelligent."

"The boys will have been du-

"Washington was patriotic." "Columbus was enterprising."

"My wife's mother is sick."

"Their estate was small."

XV. OF THE ADVERB.

Q. When I say, "The bird flies swiftly," I do not mean by swiftly to describe bird; what does swiftly describe?

226. The manner of flying.

Q. To what part of speech is swiftly joined in the phrase, "The bird flies swiftly"?

227. To the verb flies.

Q. What does the word adverb signify?

228. Joined to a verb.

Q. What, then, shall we call all such words as swiftly?

229. Advers.

Q. "John runs very swiftly." Which word here describes or shows how swiftly John runs?

230. Very.

Q. What is the word very called, and all such words as qualify or describe adverbs?

231. Adverbs.

Q. "Industrious, more industrious, most industrious." What are more and most called here, and why !

232. Adverbs, because they describe or qualify adjectives.

Q. From the foregoing particulars, what appears to be a proper definition of adverbs?

233. Adverbs are words joined to verbs, adjectives, and other adverbs, to qualify or describe them.

Q. "John visits me often, but Thomas oftener." In this example, we see that adverbs may be compared: will you, therefore, compare soon?

234. "Soon, sooner, soonest."

Q. Will you compare wisely?

235. "Wisely, more wisely, most wisely." Q. How do adverbs ending in ly appear to be compared?

236. By the adverbs more and most.

Q. Will you in this manner compare admirably? foolishly?

Q. Many adverbs are compared like adjectives of one syllable, as soon above; but there is a very considerable number, the comparison of which is not regulated by any general rule. The following list embraces adverbs variously compared: will you repeat the comparative and superlative of each, as I name the positive?

Positive. 237. Comparative. Superlatire. Often, a oftener, oftenest. Much, most more, Well, ·best. better. Scon. soonest. sooner most justly. Justly. more justly, Wisely, more wisely, most wisely. Justly, less justly, least justly. Badly, or ill, worst. worse,

238. Note.-Adverbs, though very numerous, may nevertheless be reduced to a few You will now read with attention the following list, and I will then ask you

some questions respecting each class.

1. Of number: as, "Once, twice, thrice," &c.

2. Of order: as, "First, secondly, thirdly, fourthly, fifthly, lastly, finally," &c.

3. Of place: as, "Here, there, where, elsewhere, anywhere, somewhere, nowhere, herein, whither, hither, thither, upward, downward, forward, backward, whence, hence, thence, whithersoever," &c.

4. Of time.

Of time present: as, "Now, to-day," &c.
Of time past: as, "Already, before, lately, yesterday, heretofore, hitherto, long since, long ago," &c.

Of time to come: as, "To-morrow, not yet, hereafter, henceforth, henceforward,

by and by, instantly, presently, immediately, straightways," &c. Of time indefinite: us, "Oft, often, ofttimes, oftentimes, sometimes, soon, seldom, daily, weekly, monthly, yearly, always, when, then, ever, never, again," &c. 5. Of quantity: as, "Much, little, sufficiently, how much, low great, enough,

abundantly," &c.

abundantly," &c.
6. Of nanner or quality: as, "Wisely, foolishly, justly, unjustly, quickly, slowly," &c. Adverbs of quality are the most numerous kind; and they are generally formed by adding the termination ly to an adjective or participle, or changing le into ly: as, "Bad, badly; cheerful, cheerfully; able, ably; admirable, admirably."
7. Of duubt: as, "Perhaps, peradventure, possibly, perchance."
8. Of affirmation: as, "Verily, truly, undoubtedly, doubtless, certainly, yea, yes, surely, indeed, really," &c.
9. Of negation: as, "Nay, no, not, by no means, not at all, in no wise." &c.
10. Of interrogation: as, "How, why, wherefore, whether," &c.
11. Of comparison: as, "More, most, better, best, worse, worst, less, least, very, almost, little, alike," &c.
When a preposition suffers no change, but becomes an advert merely by its sample.

When a preposition suffers no change, but becomes an adverb merely by its application: as when we say, "He rides about;" "He was near falling;" "But do not after lay the blame on me." There are also some adverbs, which are composed of nouns, and the letter a used

instead of at, on, &c.: as, "Aside, athirst, afoot, ahead, asleep, aboard, ashore, abed, aground, afloat."

Q. Will you name two adverbs of number? two of order? two of place?

two of time present? two of time past? two of time to come? two of time indefinite? two of quantity? two of manner or quality? two of doubt? two of affirmation? two of negation? two of interrogation? two of comparison?

Q. Adjectives describe as well as adverbs: how, then, can you tell one

from the other?

239. Adjectives describe nouns, but adverbs describe or qualify verbs, adjectives, and other adverbs.

Q. This fact should be remembered; you shall, therefore, have it in the

form of a rule: will you repeat it?

RULE IX.

Adverbs qualify verbs, adjectives, and other adverbs.

Q. From bad we form the adverb badly: how, then, may a large class of adverbs be formed?

240. By adding ly to adjectives.

Q. Will you in this manner form an adverb from wise? from great? from sinful?

EXERCISES IN PARSING.

" The bird sings sweetly."

241. Sweetly is an ADVERB, a word used to qualify a verb, adjective, or other adverb; in this example it qualifies the verb sings, agreeably to

RULE IX. Adverbs qualify verbs, adjectives, and other

adverbs.

Sings, bird and the are parsed as before.

EXERCISES IN PARSING CONTINUED.

Adverbs qualifying verbs.

"The soldiers marched slowly." "They will return soon."

"The girls sing delightfully." "The boys write admirably." "Henry improves rapidly." "Susan dances elegantly."

Adverbs qualifying adjectives.

"He was very attentive."

"James is more studious."

"John is quite busy."

"Walter is most studious."

"William is really studious." "Ellen is less happy."

Adverbs qualifying verbs and other adverbs.

"You learn grammar very "James writes most elegantly."
"I will assist you most cheerfully."

"He will come much oftener."

Adverbs promiscuously used.

"He has read once."

"I will first remind you."

"Unit first remind you."

"Whither shall I fly?"

"My brother souds me

"I saw him yesterday."

"I have eaten sufficiently."

"My brother sends me the paper monthly."

XVI. OF THE PREPOSITION.

- Q. To say, "The cider is—cellar," would make no sense: can you inform me what would make sense?
 - 242. "The cider is in the cellar."
- Q. By placing the little word in after cider is, and before cellar, the sentence is rendered complete: what office, then, does in perform?
- 243. It connects words, and thereby shows the relation between them.
 - Q. What does the word preposition mean?
 - 244. Placed before.
- Q. What, then, may those words like in be called, as they are placed before other words to connect them with words preceding?
 - 245. Prepositions.
 - Q. What, then, are prepositions?
- 246. Prepositions are words used to connect words, and thereby show the relation between them.

247. List of the principal Prepositions.

concerning throughout Among near around by down of touching amidst below except up athwart between upon excepting on after beneath for over under underneath ahout behind from out of respecting against betwixt in across beside instead of within beyond according to before without notwithstanding through

Q. Will you mention the prepositions beginning with a? with b? c? d? e? f? i? n? o? r? t? u? w?

Q. Will you now repeat all the prepositions?
Q. Do we say, "He works for I," or, "He works for me"?
Q. In what case is me? (127.)

- Q. What case, then, follows prepositions? 248. The objective case.
- Q. This fact is of sufficient importance to constitute a rule: will you, therefore, repeat

RULE X.

Prepositions govern the objective case.

EXERCISES IN PARSING.

"John found his hat in the road."

249. In is a preposition, a word used to connect words. and show the relation between them; it here shows the relation between hat and road.

Road is a noun; it is a name—common; it is a general name-NEUTER GENDER; it is neither male nor female-THIRD PERSON; it is spoken of-singular number; it means but one-objective CASE; it is the object of the relation denoted by the preposition in, and governed by it according to

Rule X. Prepositions govern the objective case.*

EXERCISES IN PARSING CONTINUED.

"John ran through the house into the garden."

"We have deceived him to our sorrow."

"We came in season."

"You study grammar for your improvement in language."

"From virtue to vice the progress is gradual." "They travelled into France

through Italy."

"He lives within his income."

"Without the aid of charity, he · lived very comfortably by his industry."

"I will search the house dili gently for him."

"We might learn the lesson before them."

"According to my impression, he is in fault."

" Notwithstanding his poverty, he was the delight of his acquaintances."

"On all occasions she behaved with propriety."

"Of his talents we might say much."

"We may expect a calm after a storm."

XVII. OF THE CONJUNCTION.

Q. When I say, "John—his book," the sense, you perceive, is incomplete. Can you put a word into the blank which will complete the sense? 250. "John reads his book."

Q. Can you inform me what the foregoing expression is called?

251. A sentence.

Q. What, then, is a sentence?

252. A collection of words, forming a complete sense.

Q. "Life is short." This expression is called a sentence: can you tell me what kind, and why?

253. It is a simple sentence, because it makes sense, and has but one nominative and one verb.

Q. What does the term compound mean?

254. It means composed of two or more things.

Q. "Life is short, and art is long." This sentence is made up of two simple sentences: what, therefore, may it be called?

255. A compound sentence.

Q. What, then, is a compound sentence?

256. A compound sentence contains two or more simple sentences connected together.

Q. What does the term conjunction signify? 257. Union, or joining together.

Q. In the compound sentence, "John writes, and William learns," the simple sentences are joined together by the word and: what word, then, may and be called?

258. A Conjunction.

Q. "The king and queen are an amiable pair." In this sentence, words and not sentences are connected by and: can you point out the words so connected?

259. King and queen.

Q. From the foregoing particulars, what appears to be the use of the conjunction?

260. A conjunction is used to connect words and sentences together.

Q. When I say, "Five and four are nine," what do I mean?

261. Five added to four make nine.

Q. What, then, is implied by and? 262. Addition.

Q. When I say, "I will go, if you will accompany me," what does the conjunction if imply?

263. Condition or supposition. Q. What does the word copulative mean?

264. Uniting, joining, or linking together.

Q. And, if, &c. are called copulative conjunctions: can you tell me why? 265. Because a copulative conjunction connects or continues a sentence by expressing an addition, a supposition, a cause, &c.

Q. The following are the principal conjunctions of this class: will you re-

peat them ?

266. "And, both, because, besides, for, if, provided, since, then, that, therefore, wherefore."

Q. When I say, "James and John will come," I mean both will come;

but when I say, "James or John will come," what do I mean?

267. That either James or John, one of them, will come.

Q. Are the words in this sentence, then, joined or disjoined?

268. Disjoined.

Q. What word is it that expresses the disjoining?

269. *Or*.

Q. What part of speech is or?

270. Conjunction.

Q. What does the word disjunctive mean? 271. Disjoining or separating.

Q. What kind of a conjunction, then, shall we call or?

272. A disjunctive conjunction.

Q. "James will come, but Henry will not." Here the two clauses of the sentence are opposed to each other in meaning, and the word but separates these two clauses: what, then, does this word imply?

273. Opposition of meaning.

Q. From the foregoing, what appears to be the use of the disjunctive con-

junction ?

274.The conjunction disjunctive connects sentences, by expressing opposition of meaning in various degrees.

Q. The following are the principal conjunctions of this class: will you re-

peat them?

275. "But, than, though, either, or, as, unless, neither, nor, less, yet, notwithstanding."

Q. Prepositions, you recollect, connect words as well as conjunctions:

how, then, can you tell the one from the other?

276. Prepositions show the relation between words, but conjunctions express an addition, a supposition, a cause, or an opposition of meaning.

Q. "He and she write." In what case is he? she?

Q. The pronouns he and she, you perceive, are both in the same case, and connected by the conjunction and: when, then, may nouns and pronouns be connected?

277. When they are in the same case.

Q. "She will sing and dances." How may this sentence be corrected? 278. "She will sing and dance."

Q. In what mood and tense is "She will sing"?

Q. To say, "She dance," is incorrect; dance, then, in this example, cannot be in the present tense: will you, then, inform me what "She will sing and dance" means, when fully expressed?

279. "She will sing and she will dance."

Q. Here will dance is in the future tense, as well as will sing: when, then, may verbs, in general, be connected?

280. When they are in the same mood and tense.

Q. From the foregoing particulars, what appears to be the rule for the use of conjunctions, in connecting words?

RULE XI.

Conjunctions usually connect verbs of the same mood and tense, and nouns or pronouns of the same case.

EXERCISES IN PARSING.

"John assists his father and mother."

281. And is a conjunction, a word chiefly used to connect words and sentences—copulative; it connects father and mather.

Mother is a Noun; it is a name—common; it is a general name—feminine gender; it is the name of a female—third person; it is spoken of—singular number; it means but one—and it is one of the objects of assists, and is, therefore, in the objective case, and connected with father by the conjunction and, according to

Rule XI. Conjunctions usually connect verbs of the same

mood and tense, and nouns or pronouns of the same case.

EXERCISES IN PARSING CONTINUED.

"I will reward him and them at some future time."

"We in vain (1.) look for a path between virtue and vice."

"Reproof either hardens or softens its object."

"In the morning of life, we eagerly pursue pleasure, but oftentimes meet (2.) with sad disappointments."

"A good scholar never mutters nor disobeys his instructer."

"She reads well, dances (3.) elegantly, and plays admirably on the piano-forte."

"Intemperance destroys the mind and benumbs the senses of man."

"You may read this sentence first, and then parse it."

"He has equal knowledge, but inferior judgment."

"John rises early in the morning, and pursues his studies."

XVIII. OF INTERJECTIONS.

Q. When I exclaim, "Oh! I have ruined my friend," "Alas! I fear for life," which words here appear to be thrown in between the sentences, to express passion or feeling?

282. Oh! Alas!

Q. What does interjection mean? 283. Thrown between.

Q. What name, then, shall we give such words as oh! alas! &c.?

284. Interjections.

Q. What, then, are interjections?
285. Interjections are words thrown in between the parts of sentences, to express the passions or sudden feelings of the speaker.

(2.) Meet agrees with we understood, and is, therefore, connected with pursue by the conjunction but, according to Rule XI.

(3.) Dances and plays both agree with she, understood, and are, therefore, connected, the former with reads, and the latter with dances, by Rule XI.

^(1.) In vain means the same as vainty. It may, therefore, be called an adverbial phrase, qualifying look, by Rule IX.

LIST OF INTERJECTIONS.

- Of earnestness or grief; as, "O! oh! alas! ah!"
 Of wonder; as, "Really! strange!"
- 3. Of calling; as, "Halloo! ho! hem!" 4. Of attention; as, "Behold! lo! hark!"
- 5. Of disgust; as, "Foh! fy! fudge! away!"
- 6. Of silence; as, "Hush! hist!" 7. Of contempt; as, "Pish! tush!"
- 8. Of saluting; as, "Welcome! hail!"
- Q. Will you examine the foregoing list, and then name an interjection of grief? One of wonder? One of calling? One of attention? One of disgust? One of silence? One of saluting?

Q. How may an interjection generally be known?

286. By its taking an exclamation point after it.

EXERCISES IN PARSING.

" Oh! I have alienated my friend."

287. Oh is an interjection, a word used to express passion or feeling.

The remaining words are parsed as before.

EXERCISES IN PARSING CONTINUED.

"Oh! I must go and see (1.) my dear father before (2.)

he dies."

"We eagerly pursue pleasure, but, alas! we often mistake the road to its (3.) enjoyment."

"Strange! I did not know you."

"Hush! our instructer is at the

"Fy! how angry he is!"

(2.) Before, an adverb.

^(1.) The sense is, "I must go, and I must see;" the verb see, then, agreeswith I, understood, and is, therefore, connected with must go, according to Rule XI.

^(3.) Apply, first, Rule V.; then, Rule I.

RECAPITULATION.

CRITICAL REMARKS.

COMPOSITION.

XIX. ENGLISH GRAMMAR.

288. English Grammar teaches us to speak and write the English language correctly.

289. GRAMMAR is divided into four parts, namely,

1. ORTHOGRAPHY, **290**.

3. SYNTAX.

2. ETYMOLOGY,

4. Prosony.

XX. OF ORTHOGRAPHY.

291. Orthography includes a knowledge of the nature and power of letters, and teaches how to spell words correctly. This part of grammar is usually learned from spelling-books and dictionaries.

292. Orthography means word-making, or spelling.

XXI. OF ETYMOLOGY.

293. ETYMOLOGY teaches how to form, from all the words in the English language, several grand divisions or sorts, commonly called Parts of Speech.

294. It includes a knowledge of the meaning and use of

words-also their different changes and derivations. 295. Etymology signifies the origin or pedigree of words.

XIX. What does English grammar

teach? 288.

Into how many parts is it divided? 289. What are they? 290.

XX. What does orthography include and teach? 291.

How is a knowledge of orthography usually obtained? 291.

What does orthography mean? 292. XXI. What does etymology teach? 293. What does it include? 294. What does the word signify? 295.

XXII. OF SYNTAX.

296. Syntax teaches how to arrange or form words into sentences correctly.

297. It includes a knowledge of the rules of composition, formed from the practice of the best writers and speakers.

298. Syntax signifies arranging or placing together; or, as used in gram-

mar, sentence-making.

ETYMOLOGY AND SYNTAX COMBINED. XXIII.

299. The words of the English language are usually divided into nine sorts, commonly called Parts of Speech, namely,

Noun, ARTICLE, ADJECTIVE, Pronoun, VERB. ADVERB.

PREPOSITION, CONJUNCTION. INTERJECTION.

XXIV. OF NOUNS.

300. A noun is the name of any person, place or thing; as, man, London, knife.

301. Nouns are of two kinds, proper and common.

Common nouns are general names; that is, they are names common to all individuals of the same kind or sort; as, house, city, river.

302. Proper nouns are particular names; that is, they are the names of particular individuals of the same kind or sort; as, George, Boston, Mississippi.

303. When proper names have an article placed before them, they are used

as common names; as, "He is the Cicero of his age." 304. When a proper noun admits of a p'ural, it becomes a common noun;

XXII. What does syntax teach? 296.

What does it include? 297.

What does the word signify? 298. XXIII. How many different sorts of words are there? 299.

What are they? 299.

What are these sorts of words commonly called? 299.

XXIV. What does the word noun mean?*

What is a noun? 300. Give an example.

How many different kinds of nouns are there, and what are they? 301.

What does the word common mean? 31.

What is a common noun? 301. Give an example.

What does proper mean? 34.

What is a proper noun? 302. Give an example.

When proper nouns have an article before them, how are they used? 303. Give an example.

Are proper names used as such in the plural? 301.

Why cannot proper names have a plural? 304.

as, "The twelve Casars," or, "The seven Jameses." This is obvious from the fact, that a proper name is, in its nature, descriptive of one object only, and, therefore, essentially singular. Accordingly, the nouns Spaniard, Europeans, American, &c. are common nouns, as well as their plurals, Spaniards, Europeans, Americans, &c.*

305. Common nouns may also be used to signify individuals, by the addition of articles or pronouns; as, "The boy is studious;" "That girl is dis-

creet."

306. When a noun signifies many, it is called a noun of multitude, or a collective noun; as, "The people," "The army."

307. Abstract signifies taken from: hence an abstract noun is the name of a

quality abstracted from its substance; as, knowledge, goodness, virtue, &c. 308. To nouns belong person, gender, number and case.

XXV. PERSON.

309. When any person, in speaking, introduces his own name, it is the first person; as, "I, James, of the city of Boston, do give," &c.

310. The name of the person spoken to, is the second

person; as, "James, come to me."

311. The name of the person or thing spoken of, or about, is the third person; as, "James has come."

XXVI. GENDER.

312. Gender is the distinction of sex.

313. Nouns have four genders—the masculine, the feminme, the common, and the neuter.

314. The masculine gender denotes the names of males;

as, man, boy, &c.

315. The feminine gender denotes the name of females: as, woman, girl.

What do they become when so used? 304. Give an example.

What kind of nouns are Spaniard,

Americans, Spaniards? 304.

What effect does the use of articles have on common nouns? 305. What is a noun of multitude, or a collective noun? 306. Give an example.

What is an abstract noun? 307. Give an example.

What belong to nouns? 398.

XXV. When is a noun of the first person? 339. Give an example.

When is a noun of the second person? 310. Give an example.

When is a noun of the third person?

311. Give an example.

XXVI. What does the word gender mean? 14.

What is gender as applied to nouns?

What does the word masculine mean? 15. What does the masculine gender of nouns denote? 314. Give an example.

What does feminine mean? 19. What does the feminine gender denote? 315. Give an example.

^{*} Spain is the proper name of a country, and Spaniard has, by some grammarians, been called the proper name of a people; but the latter is a generic term, characterizing any one of a great number of persons, by their connection with Spain.—Encyclopadia.

316. The common gender denotes the names of such animals as may be either male or female; as, parent, bird.

317. The neuter gender denotes the names of objects

which are neither males nor females; as, chair, table.

318. Some nouns, naturally neuter, do, by a figure of speech, as it is called, become masculine or feminine; as when we say of the sun, "He is setting," and of a ship, "She sails well," &c.

319. The English language has three methods of distinguishing sex, viz: 319-1. By different words; as,

Bachelor, Maid. Boar, Sow. Boy, Girl. Brother, Sister. Buck, Doet. Bull, Cow. Bullock or \ Heifer. Cock, Hen. Dog, Bitch. Drake, Duck. Earl, Countess. Father, Mother. Friar, Nun. Gander, Hart, Roe. Hospy, Girl. Husband, Wife. Ring, Queen. Lad, Lass. Husband, Wife. King, Queen. King, Queen. King, Queen. King, Lady. Man, Woman. Master, Mistress. Mistress. Mistress. Mistress. Siller, Spawner. Niece. Ram, Ewe. Singer, Singer. Singer, Singer. Singer. Singer. Singer. Singer. Slut. Son, Daughter. Stag, Hind. Husband, Wife. Sigen. Sag, Hind. Uncle, Aunt. Wizard, Witch.	Male.	Female.	1	Male.	Female.
Boar, Sow. King, Queen. Boy, Girl. Lad, Lass. Brother, Sister. Lord, Lady. Woman. Man, Woman. Master, Mistress. Bullock or Cow. Master, Mistress. Bullock or Heifer. Milter, Spawner. Nephew. Niece. Ram, Ewe. Singer, Singer.	Bachelor,	Maid.		Husband,	
Boy, Girl. Brother, Sister. Bulck, Doe! Bull, Cow. Bullock or } Heifer. Cock, Hen. Dog, Bitch. Drake, Duck. Earl, Countess. Father, Mother. Friar, Gander, Goose. Hand, Lady. Man, Woman. Master, Mistress. Milter, Spawner. Niece. Ram, Ewe. Singer, Songstress or Singer, Singer. Silvt. Sloven, Slut. Son, Daughter. Stag, Hind. Uncle, Aunt.		Sow.		King,	Queen.
Brother, Buck, Buck, Doe!. Man, Man, Man, Man, Master, Mistress. Bullock or { Steer, Cock, Hen. Dog, Dorake, Duck. Earl, Father, Friar, Gander, Han. Sister. Man, Man, Man, Man, Man, Man, Man Man, Man	Boy,			Lad,	
Buck, Doel Man, Woman. Bull, Cow. Masters. Bullock or Bullock or Heifer. Steer, Cock, Hen. Nephew. Niece. Bog, Bitch. Drake, Duck. Earl, Countess. Singer, Singer. Father, Mother. Sloven, Slut. Friar, Nun. Son, Daughter. Gander, Goose. Stag, Hind. Hart, Roe. Uncle, Aunt.	Brother,				Lady.
Bullock or Steer, Heifer. Cock, Hen. Dog, Bitch. Drake, Duck. Earl, Countess. Father, Mother. Friar, Sun. Gander, Goose. Heifer. Milter, Nephew. Ram, Ewe. Singer, Singer, Singer. Singer, Singer. Singer. Son, Madam. Sloven, Slut. Son, Daughter. Gander, Goose. Stag, Hind. Uncle, Aunt.	Buck,	Doel.	1	Man,	Woman.
Steer, { Hen. Nephew. Niece. Cock, Hen. Singer, Songstress or Dog, Dotake, Duck. Singer, Singer. Earl, Countess. Sir, Madam. Father, Nun. Son, Daughter. Friar, Gander, Goose. Stag, Hind. Hart, Roe. Uncle, Aunt.	Bull,	Cow.		Master,	Mistress.
Steer, { Hen. Nephew. Niece. Cock, Hen. Singer, Songstress or Dog, Dotake, Duck. Singer, Singer. Earl, Countess. Sir, Madam. Father, Nun. Son, Daughter. Friar, Gander, Goose. Stag, Hind. Hart, Roe. Uncle, Aunt.	Bullock or ?	Haifar		Milter,	Spawner.
Cock, Hen. Dog, Bitch. Drake, Duck. Earl, Countess. Father, Mother. Friar, Nun. Gander, Goose. Ham, Ewe. Singer, Songstress or Singer. Singer. Singer. Singer. Singer. Singer. Singer. Madam. Son, Daughter. Stag, Hind. Uncle, Aunt.	Steer, 5			Nephew.	Niece.
Drake, Duck. Earl, Countess. Father, Mother. Friar, Nun. Gander, Goose. Hart, Roe. Sin, Madam. Sloven, Slut. Son, Daughter. Hart, Roe. Singer. Stag, Madam. Slut. Lucke, Aunt.	Cock,			Ram,	Ewe.
Drake, Duck. Earl, Countess. Father, Mother. Friar, Nun. Gander, Goose. Hart, Roe. Sin, Madam. Sloven, Slut. Son, Daughter. Hart, Roe. Singer. Stag, Madam. Slut. Lucke, Aunt.	Dog,	Bitch.		Singar	(Songstress or
Earl, Countess. Sir, Madam. Father, Mother. Sloven, Slut. Friar, Nun. Son, Daughter. Gander, Goose. Stag, Hind. Hart, Roe. Uncle, Aunt.	Drake,	Duck.			Singer.
Friar, Nun. Son, Daughter. Gander, Goose. Stag, Hind. Hart, Roe. Uncle, Aunt.	Earl,			Sir,	Madam.
Gander, Goose. Stag, Hind. Uncle, Aunt.					Slut.
Hart, Roe. Uncle, Aunt.	Friar,	Nun.			
	Gander,			Stag,	Hind.
Horse, Mare. Wizard, Witch.				Uncle,	
	Horse,	Mare.	1	Wizard,	Witch.

319-2. By a difference of termination; as,

	ors by a differen	bis by a difference of termination, as,					
Male.	Female.	Male.	Female.				
Abbot,	Abbess.	Enchanter,	Enchantress.				
Actor,	Actress.	Executor,	Executrix				
Administrator,	Administratrix.	God,	Goddess.				
Adulterer,	Adulteress.	Governor,	Governess.				
Amhassador,	Ambassadress.	Heir,	Heiress.				
Arbiter,	Arbitress.	Hero,	Heroine.				
Baron,	Baroness.	Hunter,	Huntress.				
Bridegroom,	Bride.	Host,	Hostess.				
Benefactor,	Benefactress.	Instructer,	Instructress.				
Caterer,	Cateress.	Jew,	Jewess.				
Chanter,	Chantress.	Landgrave,	Landgravine.				
Conductor,	Conductress.	Lion,	Lioness.				
Count,	Countess.	Marquis,	Marchioness.				
Czar,	Czarina.	Mayor,	Mayoress.				
Deacon,	Deaconess.	Patron,	Patroness.				
Duke,	Duchess.	Peer,	Peeress.				
Elector,	Electress.	Poet,	Poetess.				
Emperor,	Empress.	Priest,	Priestess.				

What does the common gender denote?

What does neuter mean? 23.

What does the neuter gender denote?

317. Give an example.

What is said of nouns naturally neuter, in respect to gender? 318. Give an example.

How many genders do nouns have, and what are they? 30.

How many methods are there in English of distinguishing sex? 319.

Which is the first; as, boy? girl? 319-1. Will you spell the feminine corresponding to brother? 319-1. to boy? nephew? wizard? friar? sir? drake? earl? gander? hurt? king? lad? man? master? singer? sloven? son? stag? uncle?

Will you spell the masculine corresponding to maid? girl? madam? daughter? niece?

What is the second method of distinguishing sex; as, abbot? abbess? 319-2.

Will you spell the feminine corresponding to abbot? actor? administrator? baron? benefactor? bridegroom? conductor? czar? duke? emperor? executor? god? governor? heir? hero? host? hunter? instructor? Jevo? lion? marquis? patron? peer? proprietor? shepherd? sor-

Mule. Female. Male. Female. Sultaness, Prince, Princess. Sultan, Prior. Prioress. Sultana. Tigress. Prophet, Prophetess. Tiger. Traiter, Traitress. Protector, Protectress. Tutor, Proprietor, Proprietress. Tutoress. Shepherd, Shepherdess. Viscount, Viscountess. Songstress. Votary, Votaress. Songster, Widower, Sorcerer, Sorceress.

319-3. By prefixing a noun, pronoun, or adjective; as,

A cock-sparrow, A hen-sparrow. A maid-servant. A man-servant, A he-goat, A she-goat. A he-bear, A she-hear. A male child, A female child. Male descendants, Female descendants.

XXVII. NUMBER.

320. Number shows how many are meant, whether one or more.

321. Nouns have two numbers, the singular and the

plural.

322. The singular number expresses but one; as, boy.

323. The plural number implies more than one; as, boys.

324. Some nouns are used in the singular number only; as, wheat, gold, sloth, pride, dutifulness.

325. Other nouns are used in the plural number only;

as, bellows, scissors, lungs, riches, &c.

326. Some nouns are the same in both numbers; as, deer, sheep, swine.

327. The plural number of nouns is regularly formed by

adding s to the singular; as, sing. dove, plur. doves.

328. The irregular mode of forming the plural is as follows: when the noun singular ends in x, ch, sh, or ss, we add es to form the plural; as, box, boxes; church, churches; lash, lashes; kiss, kisses.

329. Nouns ending in f or fe, change these terminations into ves to form

the plural; as, loaf, loaves; wife, wives.

cerer? su'tan? tiger? tutor? viscount? votaru? widower?

Will you spell the masculine corresponding to abbess? czarina? duchess? ambassadress? heroine? huntress? poet-

ess? prophetess? widow?
What is the third method of distinguishing sex; as, a man-servant? a maid-servant? 319-3.

Will you spell the feminine corresponding to male child? male descendants? XXVII. What does the word number

mean? 5.
What does the number of nouns show? 320.

What does singular mean? 6.

What does the singular number of nouns imply? 322. Give an example. What does plural mean? 10.

What does the plural number of nouns

imply? 323. Give an example. How are wheat, gold, &c. used? 324. How are wheat, gold, &c. used? 324. What is said of deer, sheep, &c. ? 326. How many numbers do nouns have, and

what are they? 321.

How is the plural number regularly formed? 327. Give an example.

When do we add es to form the plural?

328. Give an example. What is the plural of loaf? 329. What is the rule for it? 329.

330. When a noun singular ends in y, with a vowel before it, the plural is formed regularly; as, key, keys; delay, delays; valley, valleys. But if the y does not have a vowel before it, the plural is formed by changing y into ics; as, fly, flies; beauty, beauties.

331. The following nouns form their plurals not according to any general

rules :--

Sing. Man, Woman, Child, Ox, Tooth, Foot, Goose,	Plur. Men. Women. Children. Oxen. Teeth. Feet. Geese.	Sing. Mouse, Louse, Cow, Penny, Die, Pea,	Plur. Mice. Lice. Cows or Kine. Pence. (1.) Dice. (2.) Peas. (3.)		Plur. Fishes. (3.) Cupfuls. Speenfuls. w, Erothers-in-law. l, Ccurts-martial. Erothers or Erothers.
--	---	---	---	--	---

332. Mathematics, metaphysics, pneumatics, ethics, politics, &c. are reckoned either as singular or plural nouns. The same is equally true of means alms, amends. Antipodes, credenda, minutiæ, literati, &c. are always plural. Bandit is now considered the singular of banditti. The roun news is always singular. Many nouns form their plurals according to the laws of the language from which they are derived. The following are of this class:-

	Singular.	Plural.	Singular.	Plural.
	Antithesis,	Antitheses.	Genius,	Genii. (4.)
	Appendix,	(Appendixes or	Genus,	Genera.
	Appendix,	Appendices.	Hypothesis,	Hypotheses.
	Apex,	Apices.	Ignis fatuus,	Ignes fatui.
	Arcanum,	Arcana.	Index,	(Indices or
	Automaton,	Automata.	maex,	Indexes. (5.)
	Axis,	Axes.	Lamina,	Laminæ.
	Beau,	Beaux or Beaus.	Magnus,	Magi.
	Basis,	Bases.	Memorandum,	(Memoranda or
	Calx,	Calces.	memorandum,	Memorandums.
	Cherub,	(Cherubim or	Metamorphosis,	Metamorphoses
	•	Cherubs.	Parenthesis,	Parentheses.
•	Crisis,	Crises.	Phenomenon,	Phenomena.
	Criterion,	Criteria.	Radius,	Radii or Radiuses.
	Datum,	Data.	Stamen,	Stamina.
	Diæresis,	Diæreses.	Seraph,	Seraphim or
	Desideratum	Desiderata.	Deraph,	Seraphs.
	Effluvium,	Effluvia.	Stimulus,	Stimuli.
	Ellipsis,	Ellipses.	Stratum,	Strata.
	Emphasis,	Emphases.	Thesis,	Theses.
	Encomium,	S Encomia or	Vertex,	Vertices.
		Encomiums.	Vortex,	\ Vortices or
	Erratum,	Errata.	voites,	Vortexes.
	Will you spoll	the plumpl of delay 2 220	What is the	gingular of handitti?

Will you spell the plural of delay? 330. valley? What is the rule for forming these plurals? 330.

Will you spell the plural of fly? 330. beauty? Rule for the plural?

Do man, woman, form their plurals reg-

ularly, or irregularly? 331.

Will you spell the plural of man? of woman? child? ox? tooth? foot? goose? mouse? louse? brother? die? fish? spoonful? court-martial?

Will you spell the singular of lice? kine? cows? brethren? oxen? teeth? pence? pennies? peas? fishes? cupfuls? brothers-in-law?

What is the plural of pea, when we refer to quantity? Of fish?

What is the singular of banditti?

In accordance with what laws does antithesis form the plural? 332.

Will you spell the plural of apex? appendix? arcanum? automaton? axis? crisis? basis? criterion? datum? desidera-tum? effluvium? encomium? erratum? genius? index? memorandum?

Will you spell the singular of bases? beaux? cherubs? ellipses? genii? theses? parentheses? stimuli? strata?

How are mathematics, optics, &c. considered in regard to number? 332.

Of what number is means? 332. alms? amends? antipodes? literati? news?

^(1.) Fennics, when the coin is meant. (2.) Dies, for coining, (3.) Pease and fish, meaning quantities; but peas and fishes, when number is meant. (4.) Genit, when denoting aerial or imaginary spirits; geniuses, when denoting persons of genius. (5.) Indexes, when denoting pointers or tables of contents; indices, when referring to algebraic quantities

NOUNS.

XXVIII. CASE.

333. Case means the different state, condition, or relation which nouns have to other words in the same sentence.

334. In English, nouns have three cases—the nominative,

the possessive, and the objective.

335. The nominative case is usually the agent or doer,

and always the subject of the verb.

- 336. The subject is the thing chiefly spoken of; as, "John assists William:" here, John is the subject spoken of, or the nominative case to the verb
- 337. The possessive case denotes possession, ownership, property, &c.; as, "William's book." This case may be distinguished from the other cases by the apostrophe or the
- 338. A noun in the singular forms its possessive case by taking the apostrophe and the letter s after it; as, "John's
- 339. Plural nouns usually form their possessive case simply by taking the apostrophe; as, "On eagles' wings."

340. When the plural of nouns does not end in s, they form their possessive case by taking both the apostrophe and the letter s; as, "Men's houses."

341. When the singular ends in ss, the apostrophe only is added; as, "For goodness' sake:" except the noun witness; as, "The witness's deposition."

342. Nouns ending in nce form the possessive by adding the apostrophe only; as, "For conscience' sake." because an additional s would occasion too much of the hissing sound, or increase the difficulty of pronunciation.

343. The objective case denotes the object of an action

or relation.

344. In the sentence, "John strikes him," him is the object of the action denoted by strikes; and in the sentence, "He went from London to York," York is the object of the relation denoted by the preposition to.

345. DECLENSION OF NOUNS.

	Singular.	Plural.	Singular.	Plural.
Nominative case,	Mother,	Mothers.	Man,	Men.
Possessive case,	Mother's,	Mothers'.	Man's,	Men's.
Objective case,	Mother,	Mothers.	Man,	Men.

XXVIII. W word case? 47. What is the meaning of the

What is meant by the case of nouns?

How many cases have nouns, and what are they? 334.

What does nominative mean? 49. What is the nominative case? 335.

Give an example.

What do you understand by the subject of a verb? 336. Illustrate it by an

What does possessive mean? 59. What does the possessive case denote?

337. Give an example.

How may this case be distinguished from the other cases? 337.

How do nouns in the singular form

their possessive case? 338. Give an example.

How do nouns in the plural? 339. When the plural noun does not end in

s, how is its possessive formed? 340 Give an example.

When the singular ends in ss, how is the possessive case formed? 341. Give

an example.

How is the possessive case of nouns ending in nee formed? 342. Give an ex-

Why is not the s added? 342.

What does the word objective mean?

What does the objective case of nouns denote? 343. Give an ex-

What does the declension of nouns

Will you decline mother? 345. man? brother? hat?

RULE I.

The possessive case is governed by the following noun.

EXERCISES IN SYNTAX.

"John's wife returned."

346. John's is a proper noun, of the masculine gender, the THIRD PERSON, SINGULAR' NUMBER, POSSESSIVE CASE, and governed by wife, by RULE I.

Wife is a common noun, of the FEMININE GENDER, the THIRD PERSON, SINGULAR NUMBER, and NOMINATIVE CASE to returned,

by Rule VI.

Returned is an intransitive verb, in the indicative mood, IMPERFECT TENSE—"1. I returned; 2. You returned; 3. He returned, or wife returned"-made in the THIRD PERSON, SIN-GULAR, and agrees with wife, by RULE VII.

MORE EXERCISES IN SYNTAX.

"William's son has come."

"John's brother died."

"John makes (1.) boys' hats." "John lost his knife."

"The boys neglected their lessons."

"Intemperance ruins its votaries."

"William's wife's sister remaired in town." "Rufus studied Johnson's Diction-

ary." " Mary's bonnet is old."

"Virtue's reward is sure." (2.) "Rufus's hat is new."

SENTENCES TO BE PARSED AND CORRECTED.

" Brothers estate."

347. If you examine the foregoing example, you will find it difficult to ascertain whether the estate is the property of one brother or more; if of one only, an apostrophe should precede the s, thus; "Brother's estate:" but if it belongs to more than one, an apostrophe should follow the s, thus; "Brothers' estate." Mistakes of this sort often occur; hence you perceive the importance, in writing, of attending to the subject of grammar.

" Mans' happiness."

348. Incorrect, because mans' is in the possessive case, singular number, and, therefore, the apostrophe should be placed before the s, according to the observations above, and Art. 338.

Will you repeat the rule for the pos-

sessive case? Rule I.
In the sentence, "John's wife returned," will you parse John's? wife? returned? 346.

Why is John's in the possessive case?

What kind of a verb is returned? 346. Why? 153.

In what case is wife? 346.

Why? 335. The pupil may next parse the additional exercises in syntax.

In the phrase, "Brothers estate," does one brother, or more than one, own the estate? 347.

Why cannot you tell?
If only one brother is meant, how should the apostrophe be placed? How, if more than one?

In the phrase, "Mans' happiness," why is it incorrect for the apostrophe to follow the s? 348.

What is the rule for forming the possessive case of nouns? 338.

Will you now parse man's?

We spell the possessive case of man thus, m-a-n-(apostrophe) s; will you in like manner spell the possessive of John? William? Rufus? women? boys?

IF The remaining exercises are to be

corrected as well as parsed.

SENTENCES TO BE PARSED AND CORRECTED, CONTINUED.

"Johns son departed."

"Susans sister will learn."

" Charles task is too difficult." " I have read Willi's poem."

"I discovered Marias faults."

"Susan made little Harriets bon-

"Johnson makes mens shoes."

EXERCISES TO BE WRITTEN.*

349. Will you write down two sentences, each containing a proper noun, as for example, "William learns grammar"? One, containing a common noun? One, containing a noun of the third person singular? One, of the third person plural, and in the nominative case? One, having a noun of the second person singular and of the feminine gender? One, having a noun the name of some article of food? One, having a noun the name of some quality? One, having a noun of multitude? One, having your own name associated with book; as, "John Griscom's book"?



XXIX. OF ARTICLES.

350. Articles are words put before nouns, to point them out, or to limit their meaning.

351. There are two articles, a or an, and the.

352. A or AN is called the indefinite article.

353. The is called the definite article.

354. The article a is called indefinite, because it means no particular person or thing; as, "a house," "a man," that is, any house, any man. The article the is called definite, because it means some particular person or thing; as,

"the house," "the man," meaning some particular house, some particular man.

355. A becomes an before a vowel, and before a silent h; as, "an acorn,"
"an hour." But if the h be sounded, the a only is used; as, "a hand," "a heart:" except when the word before which the article is placed, has its accent on the second syllable; as, "an heroic action," "an historical account."

356. Before words beginning with u long, a is used instead of an; as, "a union," "a university," "a useful thing."

357. A is also used for an before the word one, because, in pronouncing one, we sound it as if written wun.

358. The article a or an means one; as, "an ounce," "a pound," that is,

one ounce, one pound.

XXIX: What is an article? 350.

What does definite mean? 78. What is the called? 353. Why? 354.

Give an example.
What does indefinite mean? 81.

What is a or an called? 352. Why? 354. Give an example.

How many articles are there? 351. Name them.

When does a become an? 355. Give an example.

But if the h is sounded, which is to be used? 355. Give an example.

What exception to this? 355. Give an

Do we say, "a union," or "an union"? "a university," or "an university."

sity"? Why? 356.
Do we say, "a one," or "an one"?

Why? 357. What does the article a mean? 358. Give an example.

RULE II.

The indefinite article A or AN belongs to nouns of the singular number.

RULE III.

The definite article THE belongs to nouns of the singular or plural number.

359. Exception. When the adjectives few, great many, dozen, hundred, thousand, &c. come between the noun and article, the noun to which the indefinite article belongs, is plural; as, "a few men," "a great manual transfer in the indefinite article belongs, is plural; as, "a few men," a great manual transfer in the indefinite article belongs, is plural; as, "a few men," a great manual transfer in the indefinite article belongs, is plural; as, "a few men," a great manual transfer in the indefinite article belongs, is plural; as, "a few men," a great manual transfer in the indefinite article belongs, is plural; as, "a few men," a great manual transfer in the indefinite article belongs, is plural; as, "a few men," a great manual transfer in the indefinite article belongs, is plural; as, "a few men," a great manual transfer in the indefinite article belongs, is plural; as, "a few men," "a great manual transfer in the indefinite article belongs, is plural; as, "a few men," "a great manual transfer in the indefinite article belongs, is plural; as, "a few men," "a great manual transfer in the indefinite article belongs, is plural; as, "a few men," "a great manual transfer in the indefinite article belongs, is plural; as, "a few men," "a great manual transfer in the indefinite article belongs, is plural transfer in the indefinite article belongs, and the indefinite article belongs in the indefinite article belongs. ny men."

EXERCISES IN SYNTAX.

" The bird flies swiftly."

360. The is a definite article, and belongs to bird, accord-

ing to Rule III.

Bird is a common noun, of the common gender, the Third PERSON. SINGULAR NUMBER, and in the NOMINATIVE CASE to flies, by Rule VI.

Flies is an active-intransitive verb, indicative mood, PRESENT TENSE—"1. I fly; 2. You fly; 3. He flies, or bird flies"-made in the THIRD PERSON, SINGULAR, and agrees with bird, by Rule VII.

Swiftly is an ADVERB, qualifying flies, by RULE IX.

EXERCISES IN SYNTAX CONTINUED.

"The boys have arrived seasonablv."

"Galileo invented the telescope."

"The boy had an ulcer."

"William gave an historical account (1.) of the transaction." "Columbus discovered the conti-

nent of America."

" Children attend the school." "William founded a university."

"The grass is green."

"Farmers carry hay into the barn."

"The good scholar obeys his instructer."

SENTENCES TO BE PARSED AND CORRECTED. "He had a ulcer."

361. Incorrect, because we use an before a vowel, except u long: a should, therefore, be an; thus, "an ulcer."

SENTENCES TO BE PARSED AND CORRECTED, CONTINUED.

"A enemy approaches."

"James procured a inkstand." "He conferred a honor."

"An unit figure occupies the lowest place in whole numbers."

"Three barley corns make a inch." " Eight drams make a ounce."

"They formed an union." "He quoted an hard saying."

"Thomas has lost an horse."

What is the rule for the indefinite article? Rule II. What exception to this rule? 359.

What is the rule for the indefinite ar-

ticle? Rule III. In the sentence, "The bird flies swiftly," how do you parse the? bird? flies? swiftly? 360.

The remaining exercises are next to be parsed from the book.

Would you say, "a ulcer," or "an ulcer"? Why? 361.

The pupil should now take the re-

maining sentences to be corrected. He should be required to parse as well as correct them.

SENTENCES TO BE WRITTEN.

362. Will you write down two sentences, using in one the definite, and in the other the indefinite article? One, containing a correctly used before u long? One, having a definite article correctly used before the consonant h?

Will you write two nouns, the names of different things in the school-room? Two, the names of different cities? One sentence, hav-

ing a proper noun used as a common noun?

XXX. OF ADJECTIVES.

363. An adjective is a word joined to a noun, to de-

scribe or define it; as, "An obedient son."

364. In English, an adjective is varied only to express the degrees of comparison. There are three degrees of comparison—the positive, the comparative, and the superlative.

365. The positive degree simply describes an object; as,

"John is good."

366. The comparative degree increases or lessens the positive in meaning; as, "William is better than John." implies a comparison between two.

367. The superlative degree increases or lessens the positive to the highest or lowest degree; as, "Thomas is the

best;" "Walter is the worst."

363. It implies a comparison between three or more.

369. The simple word, or positive, if a monosyllable, (1.) becomes the comparative by adding r or er, and the superlative by adding st or est, to the end of it; as, wise, wiser, wisest; great, greater, greatest.

370. In words of more than one syllable, the comparison is usually made

by placing the adverbs more and most before the positive; as, benevolent, more

benevolent, most benevolent.

371. The comparison is sometimes formed by the adverbs less and least;

as, wise, less wise, least wise.

372. Dissyllables (2.) ending in y, as, happy, lovely, and in le, after a mute, (3.) as, able, ample, or accented on the last syllable, as, discreet, polite, easily

XXX. What is the meaning of the word adjective? 95.

What is an adjective? 363. Give an example.

How many degrees of comparison are there? 364.

Will you name them?

What does the positive degree do? 5. Give an example.

What does the comparative degree do? 366. Give an example. What does it imply? 366.

What does superlative mean? 103. What does the superlative degree do? 367. Give an example.

What does it imply? 368.

What is a monosyllable? 369.

How are monosyllables compared? 369. Give an example.

How are dissyllables compared? 372.

What effect do less and least have on adjectives? 371. What is a dissyllable? 372.

Will you spell the comparative and superlative degrees of able? lovely? ample? discreet? polite? 372.

Which are the mutes? 372.

How do words of more than two syllables almost invariably form their comparison? 372.

admit of er and est; as, happier, happiest; abler, ablest, &c. Words of more than two syllables hardly ever admit of these terminations.

373. In some words, the superlative is formed by adding the adverb most

to the end of them; as, nethermost, uttermost, uppermost.

374. Some adjectives, having in themselves a superlative signification, do not admit of comparison; as, extreme, perfect, right, wrong, infinite, ceaseless, supreme, omnipotent, eternal.

375. By adding ish to adjectives, we have a slight degree of comparison

below the positive; as, black, blackish; salt, saltish.

376. Very expresses a degree of quality, but not the highest; as, "good," " very good."

377. Words used in counting and numbering are called numeral adjectives; as, one, two, three; first, second, third. These adjectives are not compared.

378. An adjective put without a noun, with the definite article before it, becomes a noun in sense and meaning, and may be considered as such in parsing; as, "Providence rewards the good, and punishes the bad."

RULE IV.

Adjectives belong to the nouns which they describe.

EXERCISES IN SYNTAX.

"John is sincere."

379. John is a proper noun, of the Third Person, singu LAR NUMBER, MASCULINE GENDER, and in the NOMINATIVE CASE

to is, by Rule VI.

Is is a NEUTER VERB, in the INDICATIVE MOOD, PRESENT TENSE-"1. I am; 2. You are; 3. He or John is,"-made in the THIRD PERSON SINGULAR, and agrees with John, according to RULE VII.

Sincere is an ADJECTIVE, - "sincere, more sincere, most sincere,"-made in the Positive Degree, and belongs to John, by RULE IV.

EXERCISES IN SYNTAX CONTINUED.

- "You are studious."
- "John is more studious."
- "William is most studious."
- "Mary is intelligent."
- "James is active."
- "Thomas is less active."
- "Charles is happy."
- "Mary is tall. Susan is taller."
- "No composition is perfect."
- "Religion makes its votaries happy."
- " One man has come." "Two men have departed."
 - "Twenty men will sail."
- "James wrote his name on the first page."
- "Here comes a great man."
- "Here comes a greater man."
- "Here comes the greatest man."
- "The first fleet contained five hundred men."

Is perfect compared? Why? 374. Will you name several others that are not compared? 374.

How is the superlative formed in the word upper? 373. What is the effect of ish added to ad-

jectives? 375. Give an example. What is the force of very in compari-

376. What are numeral adjectives? 377.

Give an example. Are they compared?

Will you spell the comparative and su-

perlative degrees of good? ill? much?

When is an adjective to be considered

a noun? 378. What is the rule for the adjective? IV. In the phrase, "John is sincere," how

do you parse John? is? sincere? 379. Why is sincere in the positive degree? 365. Why do you call is a neuter verb?

Let the pupil next take the exercises

that follow, and parse as before.

XXXI.

380. Double comparatives and superlatives, since they add nothing to the sense, should be avoided; as, worser, more wiser, &c.; also, lesser, supremest, most infinite, &c.

SENTENCES TO BE WRITTEN.

Q. Will you write down two sentences, each containing a different adjective in the positive degree? Two, with adjectives in the compara-

tive degree? Two, with adjectives in the superlative degree?

Q. Will you supply such adjectives in the following sentences as will make sense? "A — boy studies his lesson." "A — boy deserves punishment." "A — man helps the — man." "Merchants own — ships." "The instructer loves — scholars." "William is a — scholar, Rufus is a — one, but Thomas is the one that I ever saw."

XXXII. OF PRONOUNS.

331. A PRONOUN is a word used instead of a noun, to

avoid a disagreeable repetition of the noun.

382. A Personal pronoun is so called, because it invariably represents the same person. There are five personal pronouns-I, Thou or You, HE, SHE, IT. They have person, number and case, like nouns; and those of the third person have gender also.

383. I is the first person, thou the second, he, she or it, the third. He is masculine, she is feminine, and it is neuter.

384. Pronouns, like nouns, have three cases—the nominative, the possessive and the objective; and two numbers the singular and plural.

385. Mine and thine, instead of my and thy, were formerly used in the solemn style, before nouns and adjectives beginning with a vowel or silent h;

as, "Blot out all mine iniquities."

XXXI. Is it correct to say, "A lesser evil?" Why not? 380.

Will you correct the following inaccuracies in comparison as I read them to

"He is intelligenter."

" She is the most wisest."

" A worser evil."

"William is a bad boy; Joseph is a worser one."

"He gave a more stronger proof of the fact than the other."

"The pleasures of the mind are more (1.) preferable than those of the body."
"That table is round, but this is a

rounder one, and that is the roundest of the three."
"This is more square."

"A more greater concern."

"The most fairest of all the daughters of Eve."

"His mother's extremest joy,"

XXXII. What does the word pronoun signify? 120.

What is a pronoun? 381.

Why is a personal pronoun so called?

How many personal pronouns are there, and what are they? 382. Why is this number said to include all

the pronouns? 134.

Which is the first person? the second? the third? 383.

To which of the prenouns do we apply

gender? 383.

Why is not gender applied to the first and second persons? 136.

Which is masculine? 383. which feminine? 383. which neuter? 383.

How many cases have pronouns, and what are they? 384.

How many numbers? 384. Will you decline I? thou? he? she? it? 127.

XXXIII. COMPOUND PERSONAL PRONOUNS.

386. Compound personal pronouns are formed by adding the word self, in the plural selves, to the simple pronouns, as himself, themselves, &c.

PERSON.	CASE.	SINGULAR.	PLURAL.
First.	Nom.	Myself,	Ourselves.
	Poss.	Wanting.	-
	Obj.	Myself,	Ourselves.
Second.	Norn.	Thyself, or Yourself.	Yourselves.
		Yourself, §	i ourserves.
	Poss.	-	-
	Ohj.	Thyself, or ?	Yourselves.
		Yourself, 5	Louiscives.
Third.	Nom.	Himself,	Themselves.
	Poss.	Determinant variations	-
	Obj.	Himself,	Themselves.
	Nom.	Herself,	Themselves.
	Poss.	-	-
	Obj.	Herself,	Themselves.
	Nom.	Itself,	Themselves.
	Poss.	Di remandamento de comprende de la departe de la decembra del decembra de la decembra de la decembra del decembra de la decembra del decembra de la decembra de la decembra de la decembra del decembra de la decembra del decembra de la decembra del decembra de la	-
	Obi.	Itself.	Themselves.

RULE V.

Pronouns must agree with the nouns for which they stand, in gender, number and person.

EXERCISES IN SYNTAX.

"John found his knife."

387. John is a proper noun, of the masculine gender, the THIRD PERSON, SINGULAR NUMBER, and NOMINATIVE CASE to

found, by Rule VI.

Found is an active-transitive verb, in the indicative mood, imperfect tense—"1. I found; 2. You found; 3. He or John found"-made in the THIRD PERSON SINGULAR, and agrees with John, by Rule VII.

His is a PERSONAL PRONOUN, of the THIRD PERSON SINGU-LAR, MASCULINE GENDER, and agrees with John, according to Rule V.; in the Possessive Case, and governed by knife, by

RULE I.

Knife is a common noun, of the THIRD PERSON SINGULAR, NEUTER GENDER, the OBJECTIVE CASE, and governed by found, according to Rule VIII.

Of what number and person is mine? ours? me? we? they? thine? you? yours ? 127.

Of what gender, number and person is he? she? it?

Of what number, person and case is they? ours? his? hers? mine?

In what style were mine and thine for-merly used? 385.

XXXIII. How are the compound per-

wonal pronouns formed? 386.

What is the rule for the agreement of personal pronouns in the phrase, "John found his knife"? V.

How do you parse John? 387. Will you parse John in the phrase, "John found his knife"? 387.

Will you parse found ? his? knife?

The learner should next parse the remaining exercises in Syntax from the book, and then take the exercises to be written.

SYNTAX CONTINUED. EXERCISES IN

"James obtained his request."

"I will assist you."

" He will receive his reward."

"She misused him."

"Sin ruins its votaries."

"An indulgent father will reprove his son when (1.) he deserves

" A dutiful son gladdens the hearts of his parents."

"Ye despise reproof." "They mend their pens."

"Mary tore her handkerchief."

"Virtue has its reward."

"She deceived them."

"John is in distress, and I will assist him."

"I found Mary and her mother in trouble, and (2.) comforted (3.)

EXERCISES TO BE WRITTEN.

Q. Will you compose two sentences, each having a different personal pronoun of the first person? One, having a pronoun of the first person plural?

Q. Will you fill up the following sentences with suitable pronouns, so as to make sense? " - lost my hat, but found - again." Harriet have — book, for — will need — to get her lesson." "The travellers lost — way, and the boys conducted — to — homes."

Q. Will you fill up the following broken sentences with suitable - inhabitants." "The -- ocean is - miles wide." "first man."

XXXIV. OF ADJECTIVE PRONOUNS.

328. In the sentence, "Both wealth and poverty are temptations; that tends to excite pride, this discontent;" you perceive that the word that repre sents wealth, and the word this poverty. This and that do, therefore, resem

ble pronouns, and may, for this reason, be called pronouns.

389. When I say, "This house is mine, that barn is yours," the words this and that are joined to nouns like adjectives, to define or specify them: they may, on this account, be called adjectives.

390. Adjective pronouns, then, are words that resemble both pronouns and adjectives. These pronouns are sometimes called pronominal adjectives, or specifying adjectives.

391. The ADJECTIVE PRONOUNS may be divided into three sorts—the distributive, the demonstrative, and the indefinite.

392. The distributive are those that relate to persons or things, taken separately and singly.

XXXIV. What are adjective pronouns? 390.

Why are they so called? 388, 389. By what other name have these pronouns been called? 390.

Will you give an example in which these words resemble pronouns? 388.

One in which they resemble adjectives?

Into how many sorts may these pronouns be divided, and what are they?

What is a distributive pronoun? 392. .

393. DISTRIBUTIVE (1.) PRONOUNS.

EACH, EVERY, EITHER, and sometimes NEITHER.

394. Each relates to two or more persons or things, taken separately; as, " Each of his brothers is doing well."

395. EVERY relates to several persons or things, and signifies each one of

them, taken separately; as, "Every man must account for himself."

396. EITHER relates to two persons or things only, taken separately, and signifies the one or the other; as, "I have not seen either." Hence to say, "Either of the three," is incorrect.

397. NEITHER means not either; that is, not one nor the other; as,

"Neither of my friends was there."

398. The demonstrative (2.) pronouns are those which precisely point out the things to which they relate.

399. DEMONSTRATIVE PRONOUNS.

Sing. THESE. THIS. THAT, THOSE. FORMER, FORMER. LATTER, LATTER.

400. This and these refer to the nearest persons or things,—that and those to the most distant; as, "These gloves are superior to those." "Both wealth and poverty are temptations; that tends to excite pride, this discontent."

401. The INDEFINITE are those that refer to things in an

indefinite or general manner.

INDEFINITE PRONOUNS.

402. Some, other, any, one, all, such, none. these pronouns, one and other are declined like nouns. other is declined in the singular, but it wants the plural.

		Sing.	Plu.
403.	Nom.	Other,	Others.
	Poss.	Other's,	Others'.
	Obj.	Other,	Others.
	2	Sing.	Plu.
404.	Nom.	One,	Ones.
	Poss.	One's,	Ones'.
	Ohi.	One.	Ones.

We say, "This book," but "These books;" also, "One man," "Twenty men :" hence.

Note I. Adjective pronouns and numerals must 405. agree in number with the nouns to which they belong.

Why is it so called? 393.

Which are they? 393.

What does each refer to? 394. Give an example:

What does every relate to? 395. Give an example.

What does either relate to? 396. Give an example.

What does neither mean? 397.

What does demonstrative mean? 398. What are demonstrative pronouns?

Which are they? 399.

Which are singular? 399. Which plural? 399.

What do this and these refer to? 400. What do that and those refer to? Give

an example. 400.

What does indefinite mean? 81. What is an indefinite pronoun? 401.

Which are they? 402.

Will you decline other ? 403. Will you decline one? 404.

What note do you apply in parsing adjective pronouns? Note I.

^(1.) So called from distribute, to divide among several.
(2.) So called from demonstrate, to prove or show precisely.

EXERCISES IN SYNTAX.

"These two books belong to me."

406. These is an adjective pronoun of the demonstrative kind, in the PLURAL NUMBER, and belongs to books, according to Note I.

Two is a numeral adjective, and belongs to books, by Note I. Books, belong, &c. are parsed as before.

EXERCISES IN PARSING CONTINUED.

"Every man performs his part in creation." us."

" Each man arrived at his station." "Either party can repair the injury."

"Some persons cannot acquire

wealth." " Many people obtain riches with

apparently little exertion." "One boy labors for his improve-

ment."

"This man neglects his affairs."

"These men might remain with

"Those men make many pretences to religion."

" All rational beings desire happiness."

"By application almost any boy may acquire an honorable rank in his class."

"Good and virtuous men will, sooner (1.) or later (1.), attain to happiness."

"The old bird feeds her young ones."

407. Ones is an indefinite pronoun, representing birds; in the common gender, third person plural, in the objective CASE, and governed by feeds, agreeably to Rule VIII.

EXERCISES IN SYNTAX CONTINUED.

"One boy influences many oth- others spend their time in idleness; ers."

" None act their part too well." " Some scholars study diligently;

the former will receive praise, the latter censure."

We cannot say, "Them run," but "They run": hence,
Note II. When a noun or pronoun is the subject of the verb, it should be in the nominative case.

It is very common for persons in conversation to say, "Them books," "Them knives," &c. instead of "Those books," "Those knives," &c. The incorrectness here alluded to consists in substituting a personal in the place of an adjective pronoun: hence,

Note III. The pronoun them should not be used in the

place of these or those.

In the phrase, "These two books," &c. will you parse these? two? 403. Will you now take the book, and parse

the remaining exercises under Note I?

In the phrase, "The old bird feeds her young ones," will you pass ones? 497.

Will you correct by Note I. the following examples, as I read them to you?

"He will not come this two hours."

"I dislike those sort of books."

" I have two canes; you may have any of them."

Do we say, "They run," or "Them run"? Why? Note II.

Will you now correct, by Note II. the following examples as I read them to you? "Them will go."

"Him and me went to church."

" Art thee well ?"

"Him who is diligent will improve."
Would you say, "Them knives," or
"These knives"? Why? III.

In what does the incorrectness con-

sist? III. Will you correct the following expressions ?

"Them boys are very idle."

"Bring me them pens."
"Which of them three things do you

The pupil may next take the exerciscs to be written.

SENTENCES TO BE WRITTEN.

Q. Will you compose two sentences, each having a different adjective pronoun? One, having a demonstrative pronoun? One, having an indefinite pronoun used as a noun?

Q. Will you fill up with pronouns suitable to make sense the following phrases? "When Harriet found — book, — tore —, and then flung — away." "— man likes — farm, — merchandise,"

Q. Will you compose a proper example under Rule I.? One under Rule II.? Rule III.? Rule IV.? Rule V.? Rule VI.?

1 XXXV. OF RELATIVE PRONOUNS.

408. In the sentence, "That man is happy, who lives virtuously," the word who is a pronoun, because it stands for a noun (the noun man), and it is a relative, because it relates or refers to this noun in the same sentence : hence,

409. A relative pronoun is a word that usually stands for

some noun before it in the same sentence.

410. There are three relative pronouns, viz.

411. Who, which, and THAT.

412. Who is used in speaking of persons; as, "The man who came."

413. Which is used in speaking of animals or things; as,

"The bird which sings," "The tree which I planted."

414. Which, however, is used in speaking of persons, when we wish to distinguish one of two individuals, or a particular person among many others; as, "Which of the two is he? "Which of them has gone?"

415. That, as a relative, is often used, in speaking either

of persons or things, in the place of who or which; as,

"The boy that reads," or, "The boy who reads;" "The bird that flew," or, "The bird which flew;" "The bench that was made," or, "The bench which was made."

That is used in preference to who or which, in the following cases:—

1. In speaking both of persons and things; as, "The man and the beast that I saw, perished."

2. In speaking of children; as, "The child that I met."

3. After the adjective same; as, "He is the same man that we saw yesterdav."

4. After the superlative degree; as, "He is the wisest man that the world ever produced."

5. After the relative who; as, "Who that reflects."

415—1. EXCEPTION. That, as a relative, cannot take the preposition immediately before it; as, "He is the same man with that you were acquainted." For with that, read with whom. It is remarkable, however, that, when the arrangement is a little varied, the word that admits the preposition; as, ... He is the same man that you were acquainted with."

happy, who lives virtuously," what part of speech is who? Why? 408. What kind? Why? 408.

What is a relative pronoun? 409. Will you name them? 411. When do we use who? Give an exam-

ple. 412.

When do we use which? Give an example. 413.

In what cases do we use which, in

XXXV. In the sentence, "That man is speaking of persons? Give an example

When may that he used? 415. Is it correct to say, "The child who"? Why not? "The same man who"? Why not? "The wisest man which"? Why not? "Who, who reflects"? Why not? 415; 1, 2, 3, 4, 5.

What exception is mentioned? 415-1

Give an example. 415-1.

416-1. We can say, "The man who," or "The men who," using the relative who in speaking either of one man or more than one: who, then, is of both numbers, and is thus declined:

> Singular. Plural. Nom. JVho. Poss. Whose, Whose. Obj. Whom.

417. Which and that are of both numbers, but they are not declined, except that whose is sometimes used as the possessive case of which; as, "Is there any other doctrine whose followers are punished?"

418. Whose, used in the manner last described, is made to represent three words; as, "Philosophy whose end," for "the end of which."
419. Antecedent signifies going before.
420. The noun or pronoun which goes before the relative, and to which the relative refers, is therefore called the antecedent of the relative; as, "John, who has gone." Here, John is the antecedent of who.

421. When you are told that who, which, and that are relatives, you should not get the impression that the last two are always relatives; for that is a relative only when it is used in the sense of who or which; that is, when who a relative only when it is used in its sease of the or which, that is, when it is the knife that I found," which can be altered to "Here is the knife which I found," without injury to the sense.

422. That, when it points out or specifies some particular person or thing, is reckoned an adjective pronoun. When not used as a relative, nor as an

adjective pronoun, it is reckoned a conjunction; as, "He studies that he

may learn."

423. Hence it appears that the word that may be used sometimes as a relative pronoun, sometimes as an adjective pronoun, and sometimes as a conjunc-

424. Since relative pronouns stand for nouns, as well as personal pronouns, they should therefore agree with nouns in the same particulars and by the same rule. RULE V. will therefore apply to both.

EXERCISES IN SYNTAX.

"That man is happy who lives virtuously."

425. That is a DEMONSTRATIVE PRONOUN, of the SINGULAR NUMBER, and belongs to man, by Note I.

Who is a RELATIVE PRONOUN, of the MASCULINE GENDER, THIRD PERSON SINGULAR, and agrees with man, by Rule V. It is in the NOMINATIVE CASE to lives, according to Rule VI.

EXERCISES IN SYNTAX CONTINUED.

"That man is fortunate who es- "I met the same man in the marcapes censure." ket to-day (1.), that I met "The girl whom I saw, perished." yesterday in the street."

How many numbers has who? 416.

Will you decline it? 416-1. How many numbers have which and that? Are they declined? 417.

What exception to this? 417.

When whose is used as the possessive case of which, how many words does it represent? Give an example. 418.
What is the meaning of antecedent?

What is the antecedent of a pronoun? Give an example. 420.

Is that always a relative? 421. When is it a relative? Give an ex-

ample. 421.

When is that an adjective pronoun? Give an example. 422.

When a conjunction? Give an example. 422.

How many different parts of speech

may that represent? 423.
What is the rule for the agreement of relative pronouns? 424.
Will you parse that in the phrase, "That man"? 423.

In the sentence, "That man is happy who lives virtuously," will you parse

who? 425. Will you now take the book, and parse

the remaining exercises?

"You, who came first, should re- "That house, which stands on the tire first." hill, once (1) belonged to me."

"You taught the boy whose hat I "The boy whom I instruct learns found." well."

SENTENCES TO BE PARSED AND CORRECTED.

"The man which I saw."

426. Incorrect; because, in speaking of persons, who, whose, or whom is generally to be used. It should therefore read, "The man whom I saw."

SENTENCES TO BE PARSED AND CORRECTED, CONTINUED.

"The bird whom I killed had made "Thou who are in prosperity must assist me in adversity."

"The man which visited me has "He which shuns vice does genleft town." erally practise virtue."

"That man is happy whom is vir- "I, who lives by your charity, tuous." should be grateful."

SENTENCES TO BE WRITTEN.

Q. Will you construct a sentence containing the relative who? One,

containing which? One, containing that?

Q. Will you fill up the following sentences with relatives correctly used? "The man — sins shall die." "The boy — studies will learn." "The bird — sung so sweetly has flown." Will you fill up the following with one or more words that will make sense? "Intemperance — evils." "If — truth — sorry."

Q. Will you embrace in different sentences, each of the following words? Washington,* Columbus, Captain Cook, Indians, Wisdom,

Riches, James Monroe.

XXXVI. OF COMPOUND AND INTERROGATIVE PRONOUNS.

427. "I took what you gave me."

"I took that which you gave me."

"I took the thing which you gave me."
"I took those things which you gave me."

428. By examining the foregoing sentences, you will see that the word what, in the first example, means the same as the words in italics in the successive ones: the word what, then, is clearly a pronoun; and because it stands for more than one word, it is called a compound pronoun. The word before the relative which, in the phrase "that which," or "the thing which," is the antecedent of which. Hence,

429. What is a compound relative pronoun, including both the antecedent and the relative, and is generally equiva-

lent to THAT WHICH.

Instead of saying, "The man which I saw," what should I say? Why? 426.
Will you correct and parse the remain-

ing exercises, and then take the exercises to be written?

XXXVI. Will you repeat those sen-

tences which mean the same as "I took what you gave me"? ? 427.

What words, then, does what stand for?

Why is what a pronoun? 428. Why a compound pronoun? 428.

Adverb.
 Thus, "Washington was a true patriot," &c. The pupil may write several sentences on each word.

430. Who, wnich, and what have sometimes the words ever or soever annexed (1.) to them: and each combination of this sort is called a compound relative; as, whoever, whosoever, whichever, whichsoever, &c. They are not

ften used.

431. Who, which, and what are called interrogatives, or relatives of the interrogative kind, when they are used in asking questions; as, "Who is he?" "Which is the book?" "What are you doing?" These relatives, you perceive, have no antecedents, but relate to some word or phrase contained in the answer, which is called a subsequent, because it follows after the relative; as, "Whom did you see?" Ans. "John." Here John is the subsequent to which whom refers.

432. Hence it follows, that antecedent and subsequent are opposed to each other in meaning; the former signifying going before, the latter following after.

433. Whether was formerly made use of to express interrogation; as,

433. Whether was formerly made use of to express interrogation; as, "Whether of these shall I choose?" but it is now seldom used, the interrogative which supplying its place.

431. Which, what, and, as we have already seen, that, when joined to nouns, are adjective pronouns; as, "unto which promise our twelve tribes."

435. When what and which are joined to nouns in asking questions, they are called interrogative adjective pronouns; as, "Which horse did he take?"

436. In some instances, we find what used in the sense of an interjection;

as, "What! take my money, and then my life ?"

EXERCISES IN SYNTAX. "I will leave what is useless."

437. What, in the example above, means the same as "that which," or "the thing which"; we will, therefore, in parsing it, bear in mind that it has the government and agreement of two separate words. We will first parse it

as standing for thing, and secondly for which.

What is a compound relative pronoun, and is equivalent to "that which," or "the thing which." In representing thing, it may be considered a pronoun of the THIRD PERSON SINGULAR, NEUTER GENDER, in the OBJECTIVE CASE, and governed by leave, according to Rule VIII.

What, in representing which, may be considered a RELATIVE PRONOUN of the THIRD PERSON SINGULAR, NEUTER GENDER, and relates to thing for its antecedent, according to Rule V. and in

the NOMINATIVE CASE to is, by Rule VI.

Is is a NEUTER VERB, in the INDICATIVE MOOD, PRESENT TENSE—"1. I am; 2. You are; 3. He or which is"—made in the THIRD PERSON SINGULAR, and agrees with which, the relative part of the pronoun what, according to Rule VII.

Useless is an ADJECTIVE, in the POSITIVE DEGREE, and belongs

to what, by Rule IV.

How may what be described? 429.

Will you give three examples of compound pronouns formed by annexing ever or soever? 430.

What is the meaning of annexed? 439. When are who, which, and what called interrogatives? 431.

What are the nouns called, to which interrogatives refer? 431.

What is the meaning of subsequent?

Why so called? 431.

In the phrase, "Whom did you see?"
Ans. "John"; which word is the subsequent? 431.

When are what, which, and that adjective pronouns? Give an example. 434.

Which of the relatives are sometimes interrogative adjective pronouns? When?

When I say, "What! rob me of my money, and then take my life?" in what sense is what used? 435.

sense is what used? 433.

In the sentence, "I will leave what is useless," how do you parse what? is? useless? 437.

What does what stand for? 437.

Do you parse it as one word or two? What two? 437.

The pupil may now parse the remaining exercises on the pronoun what.

EXERCISES IN SYNTAX CONTINUED.

" James will do what is proper."
"You heard what I said."

"Whatever improves delights

"William demands what I cannot give."

"They advocate what is excel-

XXXVII. OF THE VERB.

438. A VERB is a word that expresses action or BEING. Verbs are of three kinds—ACTIVE, PASSIVE, and NEUTER.

439. An active verb expresses action, and the actor is always the nominative case; as, "John runs." Active verbs are either transitive or intransitive.

440. An active verb is transitive, when it either has or may have an object after it, on which the action terminates; as, "John beats William."

441. An active verb is intransitive, when it neither has nor can have an object after it.

442. Passive means suffering or receiving.

443. When I say, "John is beaten by William," is beaten is a verb, because it expresses action; and it is a passive verb, because it expresses the action received by John; and if John receives the action, then he is the object of it: hence,

444. A passive verb expresses action or effect received.

445. The object is always its subject or nominative case. 446. Active nominative, or actor, "John strikes William."

447. Passive nominative, or object, "William is struck

by John."

448. By examining the foregoing examples, you will see that when the verb is active, its nominative is likewise active; and when the verb is passive, its

nominative is likewise passive.

449. The passive voice is a convenient mode of expression on occasions when we wish to state what has been done, without exposing the author; thus, instead of saying, "William struck John," I can, to avoid alluding to William, say, "John was struck."

XXXVII. What is the meaning of verb?*

Why so called? 143. What is a verb? 438.

What is an active verb? 439.

What is always its nominative? Give an example. 439.

What is the meaning of transitive?† of intransitive?†

How may active verbs be divided? 439.
When is an active verb transitive? Give an example. 440.

When is an active verb intransitive? Give an example. 441.

What is the meaning of passive? 442.

In the example, "John is beaten by William," which is the verb? Why? What kind? Why? 443.

Which word is the object? Why? 443. What, then, is a passive verb? 444. Which is the populative to a passive

Which is the nominative to a passive verb, the agent or the object? 445.

Is the nominative to an active verb active or passive? Give an example. 448.

Is the nominative to a passive verb active or passive? Give an example. 448.

In what particular is the passive voice

a convenient form of expression? Give an example. 449.

What is the meaning of neuter?

450. A neuter verb is one that is neither active nor passive, expressing simply either being or existence in a certain state; as, "He sits," "He is at home."

XXXVIII. MOOD, OR MODE.

451. Mood, or mode, is the manner of representing action

or being.

452. The INDICATIVE MOOD is used simply for indicating or declaring a thing, or asking a question; as, "I walk;"

"Do I walk?"

453. The POTENTIAL MOOD is used for expressing possibility, liberty, power, will, or obligation, either with or without asking a question; as, "I may go;" "May I go?" "He must read," &c.

454. Of the SUBJUNCTIVE MOOD. The term subjunctive signifies subjoined

r udded to.

455. When I say, "I will go, if he desire it," the phrase "if he desire it" is added on to the one before it: hence we say, "if he desire it" is in the subjunctive mood. The term, however, is limited to such sentences as are preceded by the conjunctions if, unless, although, except, lest, &c., which imply doubt or some uncertainty.

456. The subjunctive mood is used for expressing doubt

or uncertainty.

457. A verb in the subjunctive mood may be expressed in two different forms. It is equally correct to say, "If he is poor, he is respected," and "If he be studious, he will excel." The verbs be and is are both in the present tense; and since each has the conjunction if before it, each is in the subjunctive mood.

458. The phrase "If he be studious" means the same as "If he will be

studious;" it therefore plainly implies future time.

459. On the contrary, in the phrase "If he is poor," the sense plainly is, "If he is now, at the present time, poor," without any reference to future time, 460. Hence it appears, that, in one form of the verb, doubt only is implied; and in the other, both doubt and future time.

What is a neuter verb? Give an exam-

How many kinds of verbs are there, and what are they? 438.

XXXVIII. What is the meaning of mood! 136.

What is mood? 451.

What is the meaning of indicative?

Vhat is the indicative mood used for? Give a : example. 452.

What is the meaning of potential? 212, What is the potential mood used for? Give an example, 453,

What is the meaning of subjunctive?

In what mood is "If he desire it"? 455.

How is the term subjunctive limited?

What is the subjunctive mood used for? 453.

How many different forms has it? 457. Give an example of each. 457.

in what tense are the verbs be and is? 457.

In what mood is each with the conjunction of before it? 457.

What does "If he be studious" mean, us it respects time? 458.

as it respects time? 458.

What te se, then, is referred to? 458.

What does "If he is nearly man, in

What does "If he is poor" mean, in respect to time? 459.
What i lea, then, is implied in the one

form? 430.

What two ideas in the other form? 460.

461. The verb is corresponds with the common form of the verb to be, in the indicative mood, present tense; as, "I am, you are he is:"—we will, therefore, when the verb is varied as usual, call it the common form of the subjunctive mood; and when the verb is not varied in the different persons, we will call it the subjunctive form, since this form is peculiar to this mood. should here be informed that this distinction relates only to the present tense, it being customary to vary the terminations of the verb in the remaining tenses,

462. The following general rules will direct you in the proper use of the

subjunctive mood:

463. When any verb in the subjunctive mood, present tense, has a reference to future time, we should use the

SUBJUNCTIVE FORM.

Present Tense.

464. Singular. Plural. 1. If I love. 1. If we love. 2. If thou or you love. 2. If ye or you love. 3. If he love. If they love.

465. When a verb in the subjunctive mood, present tense, has no reference to future time, we should use the

COMMON FORM

	001111101	T OTELIA	
	Singular.		Plural.
1.	If I love.	1.	If we love.
2.	If thou lovest, or ?	2.	If ye love, or ?
	If you love.		If you love.
3.	If he loves.	3.	If they love.

466. Other conjunctions, besides if, are used before the subjunctive mood. If is perhaps used most frequently, because it implies doubt more strongly than

most others.

467. By the foregoing, you may perceive that when the verb is in the subjunctive form, some auxiliary verb is always understood; as, "He will not be pardoned unless he repent," that is, "unless he will repent;" "If thou ever return, thou shouldst be thankful," that is, "if thou shouldst ever return."

468. A verb in the indicative mood is converted into the subjunctive, common form, simply by placing a conjunction, implying doubt, before it; as, "I walk," the indicative mood, becomes subjunctive by prefixing if; thus,

"If I walk."

469. In like manner, a verb in the potential may be changed to the sub-

junctive; as, "I can go" is the potential; "If I can go," the subjunctive.
470. Of the IMPERATIVE MOOD. When I say, "John, mind your book," I command John to do something; and because imperative means commanding, we say that mind, in the phrase above, is in the imperative mood.

With what does the verb is correspond? 461. How is the verb varied in the common

form of the subjunctive mood? 451.

Why called common? How varied in the subjunctive form? Why called sub-· junctive? 461.

How is this distinction limited? 451. How are the remaining tenses varied?

When do we use the subjunctive form? 463.

Will you conjugate the verh love in this form, in the present tense? 464. When do we use the common form?

465. Why is the conjunction if used most

frequently in the subjunctive mood? 466. What does 'He will not be pardoned

what does 'le win not be partoned unless he repent' mean? 467.
What, then, is understood? 467.
'If thou ever return, thou shouldst be thankful;' what does this mean? 467.
What, then, is understood? 467.

What is always understood in this form?

467. How may a verb in the indicative mood be converted into the subjunctive? 468.

How can the potential be changed to the subjunctive? Give an example. 469, In what mood is "John, mind your studies?" Why? 470.

What is the meaning of imperative?

MOOD.

471. This mood, for reasons assigned before, (214.) embraces the following particulars:

1. Command; as, "John, sit up." as, "Do visit me." 2. Entreaty;

3. Exhorting; as, "Remember my counsel."
4. Permitting; as, "Go in peace."

The imperative mood, then, is used for commanding, entreating, exhorting, or permitting.

473. The application of this mood is limited to the second person; as, "John, come to me;" because, in uttering a command, making an entreaty, &c. we must necessarily address some one; hence you can see the reason why this mood has but one person, viz. the second.

474. We cannot, with any propriety, command a person to-day, or in present time, to do any thing in past time, yesterday for instance; consequently a

verb in this mood cannot have any past tense.

475. When I command a person to do any thing, the performance of the command must take place in a period of time subsequent to that of the command; that is, in future time; but the command itself must, from the very nature of the case, take place in present time: this mood, therefore, cannot, strictly speaking, have any future tense: hence,
476. A verb in the imperative mood must be in the present tense, and in

the second person.
477. Of the INFINITIVE MOOD. In the phrases, "John begins to sing,"
"The boys begin to sing," "Thou beginnest to sing," you perceive that the verb to sing is not varied to correspond with the number and person of its different agents, John, the boys, and thou: hence to sing is said not to be limited either by person or number.

478. This mood, then, is properly denominated infinitive, signifying not

limited: hence,

479. The infinitive mood is used to express an action

not limited either by person or number.

480. To, the usual sign of this mood, is sometimes understood; as, "Let me go," instead of "Let me to go;" "I heard him say it," for "I heard him to say it." This little word to, when used before verbs in this manner, is not a preposition, but forms a part of the verb, and, in parsing, should be so con-

481. From the foregoing, it appears that there are five moods—the indicative, the imperative, the potential, the subjunctive, and the infinitive.

How many particulars does this mood embrace? 471. Why so many? 214. What, then, is the imperative mood used for? 472. Give an example of commanding? one of entreating? one of exhorting? one of permitting? 471.

How many persons has this mood? 473.

What person is it? 473.

Has this mood any past tense? Why?

When I command a person, when, if at all, must the performance of the command take place? 475.

When, or in what time, must the command itself be given? 475.

Has this mood, then, any future tense?

How many tenses, then, has it? How many persons? 476.

What is the meaning of infinitive?

In what mood is sing, in the phrases, "John begins to sing," "The boys begin to sing," "Thou beginnest to sing"? 477, 478.

In what particulars is this mood reckoned not to be limited? 477.

What, then, is the infinitive mood used for? 479.

What is the usual sign of this mood? Is it always expressed? Give an exam-

ple. 480.

How is the sign to to be parsed? 480. Why parsed with the verb? 480.

How many moods are there, and what are they? 481.

XXXIX. OF TENSE.

482. The present tense expresses what is now taking place; as, "John swims."

483. This tense is often employed to express the actions of persons long

since dead; as, "Seneca reasons and moralizes well."

484. The present tense, preceded by the words when, before, after, as soon as, &c., is sometimes used to point out the relative time of a future action; as, "When he arrives, he will hear the news."

485. This tense is elegantly applied to qualities and things which are in their nature unchangeable; as, "Truth is eternal;" "William boldly asserted there was no God;" properly, "is no God."

436. In animated (1.) historical narrations, (2.) this tense is sometimes used for the imperiect; as, "He enters the territory of the peaceable inhabitants; he fights and conquers, takes an immense booty, which he divides among his soldiers, and returns home to enjoy an empty triumph."

487. The imperfect tense expresses what took place in

time past, however distant; as, "John died."

The perfect tense expresses what has taken place, and conveys an allusion to the present time; as, "I have finished my letter."

489. When any particular period of past time is specified or alluded to, we use the imperfect tense; as, "John wrote yesterday;" but when no particular past time is specified, we use the perfect tense; as, "I have read Virgil many

490. The perfect tense and the imperfect tense both denote a thing that is past; but the former denotes it in such a manner that there is still actually remaining some part of the time to slide away, wherein we declare the thing has been done; whereas the imperfect denotes the thing or action past, in such a manner, that nothing remains of that time in which it was done. If we speak of the present century, we say, "Philosophers have made great discoveries in the present century;" but if we speak of the last century, we say, "Philosophers made great discoveries in the last century."—" He has been much afflicted this year." "I have this week read the king's proclamation." "I have heard great news this morning." In these instances, He has been, I have read, and heard, denote things that are past; but they occurred in this year,

XXXIX. What is the meaning of pres-

ent? 173.
What does the present tense express?

482. Give an example. 482.
"Seneca reasons well." What tense is

employed here? Why? 483.

In the phrase "When he arrives," future time is alluded to: why, then, is the present employed? 484.

Do we say, "There is," or "there was no God?" Why? 485.

What is the meaning of animated? 486.

Meaning of narrations? 486.
"He enters the territory," &c. Why is the present tense used? 486.
What is the meaning of imperfect? 181.

How came this term to be used, to denote an action past and finished?*

What does the imperfect tense express? 487. Give an example. 487. Meaning of perfect ?†

What does the perfect tense express? Give an example. 488.

"John wrote yesterday." What tense is the verb in here? 489.

Why is this tense used? 489.

"I have read Virgil many times." Why is the perfect tense used here? 489. What do both the perfect and imperfect

denote? 490. How does the former denote it? 490. How does the latter? 490.

Do we say, " Philosophers made," or "have made, great discoveries in the present century?" Why? 490.

Which tense do we use in speaking of the last century? 490. Give an example.

"I have this week read the king's proclamation." "I have heard great news this morning." Which are the verbs used in these two sentences?

^(1.) Lively.

* See question to 182.

in this week, and to-day; and still there remains a part of this year, week and

day, whereof I speak.

490—1. In general, the perfect tense may be applied wherever the action is connected with the present time, by the actual existence, either of the author or of the work, though it may have been performed many centuries ago; but if neither the author nor the work now remains, it cannot be used. We may say, "Cicero has written orations;" but we cannot say, "Cicero has written poems;" because the orations are in being, but the poems are lost. Speaking of priests in general, we may say, "They have, in all ages, claimed great powers;" because the general order of the priesthood still exists : but if we speak of the Druids, as any particular order of priests, which does not now exist, we cannot use this tense. We cannot say, "The Druid priests have claimed great powers;" but must say, "The Druid priests claimed great powers." ers:" because that order is now totally extinct.

491. The pluperfect tense expresses what had taken place at some past time mentioned; as, "I had finished my letter

before my father returned."

492. The first future tense expresses what will take place; as, "John will come."

493. The second future expresses what will have taken place, at or before some future time mentioned; as, "I shall have finished my business before the steam-boat starts."

494. Tense is the distinction of time, and admits of six variations, namely—the present, the imperfect, the perfect, the pluperfect, and the first and second future tenses.

XL. OF PARTICIPLES.

495. In the phrase, "I found a man laboring in the field," the word laboring shows what the man was doing, and therefore resembles a verb. When I say, "The laboring man should not be wronged," laboring is joined to the noun man, to describe it, and therefore resembles an adjective.

496. The word luboring, then, partakes of the nature of two different parts of speech; and since participle signifies partaking of, we will call such words

as laboring, participles.

What do they denote? When did these things occur? 490.

things occur? 490.

To what may the perfect tense in general be applied? What exception is mentioned? 490—1.

Do we say, "Cicero wrote," or "has written, orations?" "Cicero wrote," or "has written, orations?" Why? 490—1.

In speaking of priests, in general, why do we say, "They have in all ages claimed great powers." 490—1.

Can we say, "The Druil priests have claimed great powers?" What should we say? Why? 490—1.

What is the meaning of pluverfect?

What is the meaning of pluperfect?

What does the pluperfect tense express? 491. Give an example. 491.

Meaning of future? 177.
What does the first future express?

Give an example. 492. Why called first future?*

What does the second future express? Give an example. 493.

How many tenses are there in all, and

what are they? 494. In what mood is "He runs"? Why? In what mood is "He runs"? Why? 452. "Does he run?" Why? 452. "I may run"? Why? 453. "Should I have studied?" Why? 453. "If he accepts"? Why? 456. "If he accepts"? Why? 456. "If he accepts"? Why? 456. "To sing"? Why? 479.
In what tense is "He sings"? Why? 482. "Did he sing?" Why? 487. "He has read"? 488. Why? "Had he written"? 491. Why? "Shall he go?". 492. "I shall have gone"? Why? 493. "XL. What parts of speech does laboring resemble? Give an example. 495. What is the meaning of participle? 496.

497. All participles are derived from verbs; thus, from labor comes laboring; from beat, beating; rejoice, rejoicing, &c.: hence,

498. The participle is a word derived from a verb, and

partakes of the nature of a verb and adjective.

499. When I say, "John is writing," the participle writing shows what John is now doing, but has not finished; writing, then, may be called a present participle : hence,

500. The present participle expresses what is now taking

place, but not finished.

501-1. This participle always ends in ing; as, sinning, fighting, weeping, loving, &c. There are many words of this termination, which are not participles; as, morning, evening, which are nouns; uninteresting, unsatisfying, which are adjectives. The fact that these caunot be formed from verbs will furnish you with a certain rule for distinguishing the participie from all other words of the same termination; as, for instance, uninteresting, we know, is not a participle, because there is no such verb as uninterest, from which to form it. 501. "The letter is written." Here the participle written shows that the

act of writing is past and finished; it may then be called a perfect participle:

502. The perfect participle expresses what is past and fin-

ished.

502-1. This participle may always be distinguished by its making sense with having; thus, having written, having sung, &c. Here written and sung

are perfect participles.

503. "John, having written his letter, sealed it." Here you doubtless perceive that the act of writing took place before that of sealing; also, that the participle is composed of two words, having and written; it may then be called a compound participle, and because it denotes also an action past and finished, it may very properly be called a compound perfect participle: hence, 504. The compound perfect participle expresses what took

place before something else mentioned.

504-1. This participle is formed by placing the present participle having before the perfect participle of any verb; as, having fought, having ciphered.

XLI. FORMATION OF THE PASSIVE VERB.

505. Struck is a perfect participle, from the verb strike, and this you know because it makes sense joined with having; as, having struck.

From what are all participles derived? 497. Give an example. 497.
What is a participle? 498.
When I say, "John is writing," what

does writing show? 499.

What, then, may it be called? 499. What, then, is a present participle?

What does this participle always end in? 500-1. Give an example. 500-1. Are all words ending in ing participles?

Give an example of nouns of this termination? of adjectives? 500-1.

How, then, can the participle be distinguished? Give an example. 500-1.
"The letter is written." What does the participle written show here? What, then, may it be called? 501.

What is a perfect participle? 502. How may this participle always be known? Give an example. 502-1.

Having written, having sung. Whare the perfect participles here? 502.

"John, having written his letter, sealed it." Which took place first, the writing or sealing? 503.

Of what is this participle composed?

What, then, may it be called? 503. What does having written denote in reference to time and action? 503.

What may it thence be called? 503. What does a compound perfect parti-

ciple express? 504. How is this participle formed? 504.

Give an example. 504.

XLI. Striking, struck, having struck. Here are three different participles: can you tell which is the present? Why? 500. Perfect? Why? 502. Compound perfect? Why? 503.

What kind of a participle is struck? 505. How do you know this? 505

VERBS.

506 Is, you doubtless recollect, is a variation of the verb to be; as, "I am, you are, he is:" now, by joining is with struck, we can form the passive verb is struck; "John strikes Joseph" is active; but "Joseph is struck by John"

507. In these two examples, you perceive that the sense of each is the same: hence, by means of the passive verb, we are enabled to express, in a different form, the precise meaning of the active, which, you will oftentimes

find, contributes not a little to the variety and harmony of the language.

508. By examining the conjugation of the verb to be, you will discover that it has, in all, ten variations: viz. am, art, is, are, was, wast, were, been, be, and being. Every passive verb must be composed of one of these ten variations, and the perfect participle of any active transitive verb. Thus, taking was, and joining it with the perfect participle of the verb beat, namely, beaten, we form the passive verb was beaten, to which prefixing an object, or nominative case, we have the phrase, "William was beaten."

509. It is a fact worthy to be remembered, that the passive verb always retains the same mood, tense, number, and person, that the verb to be has, before it is incorporated with the participle; thus, "He has been" is the indicative perfect, third person singular; then, "He has been rejected," is likewise the indicative perfect, third person singular, passive. It cannot, therefore, be difficult to tell the mood, tense, number, and person of any passive verb, if you

are familiar with the conjugation of the verb to be.

From the foregoing particulars, we derive the following general rule:

510. All passive verbs are formed by adding the perfect participle of any active-transitive verb to the neuter verb to be.

XLII. OF THE AUXILIARY VERB.

511. Auxiliary verbs are those by the help of which the

principal verbs are conjugated.

512. The auxiliary verbs are may, can, must, might, could, would, should, and shall. The following are sometimes auxiliaries, and sometimes principal verbs: do, be, have, and will.

513. When, in the formation of any tense, we use an auxiliary verb, that tense is called a compound one; and the tense formed by the principal verb

alone is called a simple tense.

SIGNS OF THE MOODS.

514. The indicative mood may be known by the sense, or by its having no sign except in asking a question; as, "Who comes here ?"

Of what verb is the verb is a variation? 596.

Will you form a passive verb with is

and struck? 593.
"John strikes Joseph." How may the sense of this sentence be expressed by a passive verb? 506.

What advantage does the use of the passive verb often afford us? 507.

To what does it contribute? 507. How many variations has the verb to be in all? 508. What are they? 508.

What will always compose one part of a passive verb? 508. What the other part ? 508.

What fact is mentioned as worthy of notice? 509.

What mood, tense, number, and person is "He has been"? 509. Is "He has been rejected"? 509.

What will make the mood, tense, &c. of passive verbs familiar? 579.

How are all passive verbs formed? 510. XLII. What is the meaning of auxil-

iary? 193. What are auxiliary verbs? 511. Will you name them? 512.

What verbs are used both as auxiliary

and principal verbs? 512.

XLIII. What is the sign of the indicative mood? 514. Give an example. 514.

515. The potential mood has for its signs the auxiliaries may, can, must, might, could, would, and should; as, "I could love," &c.

516. The subjunctive mood has usually for its signs the conjunctions if, though, unless, except, whether, and lest; as,

"Unless he repent," &c.

517. The infinitive mood has usually for its sign the word

to; as, to sing.

518. The imperative mood may be distinguished by its always being in the second person, and by its agreement with thou, or ye, or you; as, "Depart thou," &c.

XLIV. SIGNS OF THE TENSES OF THE INDICATIVE.

519. The present tense has for its sign the first form of the verb; as, weep, remain, &c.; excepting the occasional

use of do; as, "I do learn."

520. The imperfect tense has no auxiliary for a sign, except did, which is sometimes used. If, however, the verb is not in the present tense, and has no auxiliary, it follows that it is in the imperfect; as, "I fought."

521. The perfect tense has for its sign the word have; as,

have loved.

522. The pluperfect has for its sign had; as, had loved.

523. The first future has for its sign shall or will; as, shall or will love.

- 524. The second future has for its sign shall have or will have; as, shall have loved, or will have loved.

 - 525. The indicative mood has six tenses.526 The subjunctive mood has six tenses.
 - 527. The potential mood has four tenses.
 - 523. The infinitive mood has two tenses.
 - 529. The imperative mood has one tense.

What is the sign of the potential mood? 515. Give an example, 515. What is the sign of the subjunctive mool? 516. Give an example, 516.

What is the sign of the infinitive mood?

517. Give an example. 517.
What is the sign of the imperative?

518. Give an example, 518.

XLIV. What is the sign of the present indicative? 519. Give an example.

Sign of the imperfect? 520. Give an example. 520.

Sign of the perfect? 521. Give an example. 521.

Sign of the pluperfect? 522. Give an

example, 522. Sign of the first future? 523. Give an

example. 523. Sign of the second future? 524. Give an example, 521.

How many tenses has the indicative mood? 525. How many the subjunctive? 526.

How many the potential? 527. How many the infinitive? 528. How many the imperative? 529. VERBS. 71

XLV. CONJUGATION OF VERBS.

530. When I ask you to raise your voice, in reading, you readily understand what I mean by voice; but in grammar, its application is somewhat peculiar. Grammatically considered, it refers to the active and passive nature of verbs.

531. The conjugation of a verb is the regular combination and arrangement of its several numbers, persons, moods

and tenses.

532. The conjugation of an active verb is styled the ACTIVE VOICE, and that of a passive verb the PASSIVE VOICE.

533. Verbs are called REGULAR, when they form their imperfect tense of the indicative mood, and their perfect participle, by the addition of ed to the verb in the present tense, or d only when the verb ends in e; as,

Pres. Tense.Imp. Tense.Perf. Participle.I favor.I favored.Favored.I love.I loved.Loved.

534. When a verb does not form its imperfect tense and perfect participle in this manner, it is called an IRREGULAR VERB; as,

Pres. Tense. Imp. Tense. Perf. Participle.
I am. I was. Been.

535. The regular verb love, and the irregular verb to be, are conjugated as follows:—

CONJUGATION.

TO LOVE AND TO BE.

ACTIVE AND PASSIVE VOICE CONTRASTED.

INDICATIVE MOOD.

PRESENT TENSE.

ACTIVE VOICE.	PASSIVE VOICE.	NEUTER.	
Singular.		Singular.	
1 Pers. I love.	1 Pers. I am loved.	1 Pers. I am.	
2 Pers. You love.	2 Pers. You are loved.	2 Pers. You are.	
3 Pers. He loves.	3 Pers. He is loved.	3 Pers. He is.	
Plural.	Plural.	Plural.	
1 Pers. We love.	1 Pers. We are loved.	1 Pers. We are.	
2 Pers. You love.	2 Pers. You are loved.	2 Pers. You are.	
3 Pers. They love.	3 Pers. They are loved.	3 Pers. They are.	

XLV. What does voice mean in grammar? 530.

Meaning of conjugation? 217.
What is the conjugation of an active verb styled? 532.

What the conjugation of a passive verb? 532.

When are verbs called regular? 533. Give an example. 533.

Will you repeat after me the present tense, and name the imperfect tense and perfect participle, of the verbs favor? love? 533.

When is a verb called irregular? 534. Give an example. 534.

	Singular.	Singular.	1	Singular.			
1.	I loved.	1. I was loved.	1.	I was. You were.			
2.	You loved.	2. You were loved.	2.	You were.			
3.	He loved.		3.	He was.			
-	Plural.	Plural.	1	Plural.			
1.	We loved. You loved.	 We were loved. You were loved. 	0	We were. You were.			
2.	You loved.	2. They were level.	2.	You were.			
٥.	They loved.		υ.	They were.			
		PERFECT TENSE.					
	Singular.	Singular.		Singular.			
	I have loved.	1. I have been loved.	1.	I have been.			
	You have loved.	2. You have been loved.	2.	You have been.			
3.	He has loved.	3. He has been loved.	3.	He has been.			
	Plural.	Plural.		Plural.			
1.	We have loved.	1. We have been loved.	1.	We have been.			
2.	You have loved.	2. You have been loved.	2.	You have been.			
3.	You have loved. They have loved.	3. They have been loved.	3.	They have been.			
		PLUPERFECT TENSE.					
	Singular.	Singular.		Singular.			
1.	I had loved.	1. I had been loved.	1.	I had been.			
	You had loved.	2. You had been leved.	2.	You had been.			
	He had loved.	3. He had been loved.	3.	He had been.			
	Plural.	Plural.		Plural.			
	We had loved.	1. We had been loved.	1.	We had been.			
2.	You had loved.	2. You had been loved.	2.	You had been.			
3.	They had loved.	3. They had been loved.	3.	They had been.			
	F	IRST FUTURE TENSE.					
	\	Singular.		Cinamalam			
1	Singular. I shall or will love.		1	Singular. I shall or will be.			
	You shall or will love.	ed.	9	You shall or will be			
	He shall or will love.			He shall or will be.			
0.	The shan or will love.	loved.	0.	THE SHALL OF WILL DE.			
		3. He shall or will be					
		loved.					
	Plural.	Plural.		Plural.			
1.	We shall or will love.	1. We shall or will be	1.	We shall or will be.			
2.	You shall or will love.	loved.	2.	You shall or will be.			
3.	They shall or will	2. You shall or will be	3.	They shall or will be			
	love,	loved.		· ·			
		3. They shall or will be					
		loved.					
SECOND FUTURE TENSE.							
	Singular.	Singular.		Singular.			
1.	I shall have loved.		1.	I shall have been.			
	You will have loved.	ed.	2.	You will have been.			
	He will have loved.			He will have been.			
		loved.					
		3. He will have been		*			
		loved.		-			
	Plural.	Plural.		Plural.			
1.	We shall have loved. You will have loved.	1. We shall have been	1.	We shall have been. You will have been.			
2.	You will have loved.	leved.	2.	You will have been.			
0.	They will have loved.		3.	They will have been			
		loved.					
		3. They will have been loved.					
		TOYEU.					
	Will you conjugate love i	n the present perfect? first	fu	iture? second future			

Will you conjugate love in the present perfect? first future? second future? tense, active voice, indicative mood? present passive? imperfect? perfect? 535. In the imperfect? perfect? pluperfect? first future? second future?

POTENTIAL MOOD.

PRESENT TENSE.

1. I may or can love. 2. You may or can love. 3. He may or can love.

1. I may or can be lov-

1. I may or can be. You may or can be.
 He may or can be.

2. You may or can be loved. 3. He may or can be

Plural.

1. We may or can love. 2. You may or can love. 3. They may or can

love.

Plural. 1. We may or can be

loved.

Plural. 1. We may or can be. 2. You may or can be. 3. They may or can be.

2. You may or can be loved.

3. They may or can be

IMPERFECT TENSE.

Singular. 1. I might, could, would,

or should love. 2. You might, could, would, or should

might, 3. He could, would, or should love.

Plural.

1. We might, could, would, or should love.

2. You might, could, would, or should

3. They might, could, would, or should love.

1. I might, could, would, 1. I might, could, would, or should be. or should be loved. 2. You might, could,

would, or should be loved. might, could, 3. He 3. He

would, or should be loved.

Plural.

1. We might, could, would, or should be loved.

could, 2. You might, would, or should be loved.

3. They might, could, would, or should be loved.

Singular.

2. You might, could, would, or should be.

might, could, would, or should be.

Plural.

1. We might, could. would, or should be.

2. You might, could. would, or should be.

3. They might, could, would, or should

Singular.

1. I may or can have loved. 2. You may or can have

loved. 3. He may or can have loved.

Plural. 1. We may or can have loved.

2. You may or can have loved.

3. They may or can have loved.

PERFECT TENSE. Singular.

1. I may or can have 1. I may or can have been loved. been. 2. You may or can have

been loved.

been loved.

Plural.

1. We may or can have been loved.

2. You may or can have been loved.

3. They may or can have been loved.

Singular.

2. You may or can have been.

3. He may or can have 3. He may or can have been.

Plural. 1. We may or can have been.

2. You may or can have been.

3. They may or can have been.

Will you conjugate the verb to be, or am, in the present? the imperfect? perfect? pluperfect? first future? second future?

Will you name the first person singular, of the present indicative, active and passive, of love, and the first person singular of the verb to be?

The second person in like manner? the third? the first person plural? second person plural? third? first person singu-lar, imperfect? second person? third first person plural? second person plural? third? first person singular, perfect? second person? third? first person plural? second? third?

PLUPERFECT TENSE.

Singular. 1. I might, could, would, or should have loved.

2. You might, could. would, or should have loved.

could, 3. He might, would, or should have loved. Plural.

1. We could, might, would, or should have loved.

2. You might, could. would, or should have loved. could.

3. They might, would, or should have loved.

Singular. 1. I might, could, would, should

have been loved. You might, could, would, or should

have been loved. might, 3. He could, would, or should have been loved. Plural.

might, would, or should have been loved. 2. You might, could. would, or should

1. We

have been loved. 3. They might, could, would, or should have been loved.

Singular. 1. I might, could, would, or should have

been. 2. You might, could, would, or should have been.

3. He might, could, would, or should have been. Plural.

could,

might, would, or should have been. 2. You might, could, would, or should

have been. 3. They might, could. would, or should have been.

Singular.

Plural.

Singular.

Plural.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Common Form.

Singular. If I love.
 If you love.
 If he loves.

Plural.

1. If we love. 2. If you love.

3. If they love.

Singular.

1. If I love. 2. If you love. 3. If he love.

Plural. 1. If we love.

2. If you love. 3. If they love.

1. If I loved.

2. If you loved.

3. If he loved.

1. If we loved.

2. If you loved. 3. If they loved.

Singular.

Plural.

Singular. Singular. 1. If I am loved. 1. If I am.

could,

1. We

 If you are loved.
 If he is loved. If you are.
 If he is. Plural. Plural.

1. If we are loved. 1. If we are. If you are loved.
 If they are loved. 2. If you are. 3. If they are.

Subjunctive Form. Singular.

1. If I be loved. If you be loved.
 If he be loved.

Plural.

1. If we be loved. 2. If you be loved.

3. If they be loved.

1. If we be. 2. If you be.

1. If I be.

3. If they be.

If I was.
 If you were.

3. If he was.

2. If you be.
3. If he be.

IMPERFECT TENSE.

Common Form.

Singular. 1. If I was loved.

2. If you were loved.

3. If he was loved. Plural.

1. If we were loved.

1. If we were. 2. If you were loved.3. If they were loved. 2. If you were.
3. If they were.

Will you conjugate love in the present indicative active? imperfect? perfect? pluperfect? first and second futures? present passive? imperfect? perfect? pluperfect? first and second futures? present indicative of to be? imperfect? perfect? pluperfect? first and second futures?

Will you conjugate love in like manwill you conjugate vote in the informer, through each person and voice of the pluperfect? first and second futures? present potential? imperfect? perfect? pluperfect? present subjunctive, common form? subjunctive form? imperfect, common form? subjunctive form? perfect. fect? pluperfect? first and second fuSubjunctive Form.

Singular. Singular. I. If I loved. 1. If I were loved. 2. If you loved.

3. If he loved.

1. If we loved. If you loved.
 If they loved.

Plural.

Singular. 1. If I have loved.

Plural.

Singular. 1. If I had loved.

Plural. 1. If we had loved.

2. If you had loved.

If you had loved.
 If they had loved.

3. If he had loved.

If you have loved.
 If he has loved.

1. If we have loved.

2. If you have loved.

3. If they have loved.

2. If you were loved.3. If he were loved. Plural.

1. If we were loved. 2. If you were loved.

3. If they were loved.

1. If I were. If you were.
 If he were.

Plural. 1. If we were.

Singular.

2. If you were. 3. If they were.

The remaining tenses are all of the Common Form.

PERFECT TENSE.

Singular.

1. If I have been loved. 2. If you

have been loved.

3. If he has been loved. Plural.

1. If we have been loved. 2. If you have been

loved. 3. If they have been loved.

Singular.

1. If I have been. 2. If you have been.3. If he has been.

Plural.

1. If we have been. 2. If you have been. 3. If they have been.

Singular.

PLUPERFECT TENSE.

Singular.

1. If I had been loved.

If you had been loved. 3. If he had been loved.

Plural. If we had been loved.

2. If you had been lov-

2. If you had been. 3. If he had been. Plural.

1. If I had been.

1. If we had been. 2. If you had been. 3. If they had been.

If they had been loved.

FIRST FUTURE TENSE. Singular. 1. If I shall or will be

Singular. 1. If I shall or will love. 2. If you shall or will

love. If he shall or will love.

loved. 2. If you shall or will be loved.

3. If he shall or will be loved.

Singular.

1. If I shall or will be. 2. If you shall or will he.

3. If he shall or will be.

Will you conjugate love through each person of the present indicative active? passive? the neuter verb to be? also in the imperfect? perfect? pluperfect? first and second futures? present potential? imperfect? perfect? pluperfect? present subjunctive, in both forms? perfect? pluperfect? first and second futures?

What is the present infinitive active of love? present passive? present of to be? perfect active of love? perfect passive? perfect of to be? present participle active be? perfect of love? present of to be? perfect of love? perfect of to be? compound perfect of love, in the active? in the passive of to be?

In what voice and mood is "I love"? "They love"? "They are loved"? "Are they loved?" "I do love"? What is the force of do? In what voice and mood is "The man loved"? "He has loved"? "He has been loved"? "Has he been loved?" "She had loved"? "She had been loved"? "We shall love"? "We shall be loved"? "Shall I have been loved?" "May I love?" "May I be loved?" " She may have loved"? " She may have been loved"? "If I love" "If he he loved"? "If he is loved"? "If I love"? "If I were loved"? "If I was loved"?

In what tense is "They love"? "Ye are loved"? "She did love"? "We were loved"? "They shall love"? "They shall be loved"? "I may be loved" "If she has been loved";

In what number and person is "I love"? "We love"? "He does love"? "The men did love"? "The men were loved"? "If I was"? "If I were"? "If ye have been"? "If ye have loved"? "You may be loved"?

Plural. Plural. 1. If we shall or will 1. If we shall or will be love. loved.

2. If you shall or will 2. If you shall or will be love. 3. If they shall or will 3. If they shall or will

be loved.

SECOND FUTURE TENSE.

Singular. Singular. 1. If I shall have loved. 1. If I shall have been

2. If you shall have lovloved. 2. If you shall have been ed. loved.

If he shall have loved. 3. If he shall have been loved.

Plural. Plural. 1. If we shall have lov-1. If we shall have been

2. If you shall have lov-2. If you shall have been ed. loved. 3. If they shall have

3. If they shall have loved.

Plural. 1. If we shall have been.

Plural.

1. If we shall or will be.

2. If you shall or will

3. If they shall or will

Singular.

shall have

1. If I shall have been. 2. If you

been. 3. If he shall have been.

be.

2. If you shall have been. 3. If they shall have been.

Singular.

been loved. IMPERATIVE MOOD.

PRESENT TENSE. Singular.

Singular. 2. Love you, or do you love. Plural.

2. Love you, or do you

2. Be you loved, or do 2. Be you, or do you be. you be loved. Plural. 2. Be you loved, or do

Plural. 2. Be you, or do you be you be loved.

INFINITIVE MOOD.

Pres. To love. Perf. To have loved. Pres. To be leved. Perf. To have been lov-* ed.

Pres. To be. Perf. To have been.

PARTICIPLES.

Pres. Loving. Perf. Loved. Compound Perf. Having loved.

Pres. Being loved. Perf. Loved. Compound Perf. Having been loved.

Pres. Being. Perf. Been. Compound Perf. Having been.

536. For the benefit of those who wish to retain the pronoun *thou*, in the conjugation of verbs, the following synopsis is given. The pupil can take it separately, or be taught it in connection with the other persons of the verb, by substituting thou for you, in the foregoing conjugation.

Is love, as, "They love," a regular or irregular verb? why? 533. active or passive? 439. What mood is it in? why? 452. tense? why? 482. number? person? What does love agree with? Rule VII. Is are, as, "They are," a regular or irregular verb? why? 534. passive or neuter? why? 450. What mood is it in? why? 452. tense? why? 482. number? person? Rule for its agreement? VII. person? Rule for its agreement? VII.

What is the present imperative of love? present infinitive?

What mood and tense is "Love you"? is "To have been loved"?

Will you conjugate learn in the present indicative active? passive? perfect active? perfect passive? present potential active? passive? imperfect active? passive?

sive? imperative present active? passive? perfect infinitive active? passive? present subjunctive active n both forms? passive? perfect infinitive? future active? passive?

What kind of verb (that is, regular or What kind of verb (that is, regular or irregular), what voice, mood, tense, number, and person is "I sing"? "We are formed"? "He is"? "You are determined"? "It rains?" "It has happened"? "The man was respected"? "The boys did study"? "If he improve"? "Unless he repent"? "Although she be disappointed"? "He may depart"? "Depart now"? "To love"? "To sing"? "To be sung"? "To rejoice"? "To have wept"? "To have been found?" been found"?

Synopsis with THOU.

INDICATIVE MOOD.

Pres. Thou lovest. Thou art loved. Thou art. Imp. Thou lovedst. Thou wast loved. Thou wast. Perf. Thou hast loved. Thou hast been loved. Thou hast been. Plup. Thou hadst lov-Thou hadst been loved. Thou hadst been. ed.

1 Fut. Thou shalt or Thou shalt or wilt be Thou shalt or wilt be.

2 Fut. Thou wilt have Thou wilt have been Thou wilt have been. loved.

537. POTENTIAL MOOD.

Pres. Thou mayst or Thou mayst or canst be. Thou mayst or canst be. loved, loved, Thou mightet couldst. Thou mightet couldst

mp. Thou mightst, Thou mightst, couldst, Thou mightst, couldst, couldst, wouldst, or shouldst wouldst, or shouldst shouldst love.

Thou mightst, couldst, wouldst, wouldst, or shouldst be loved.

Perf. Thou mayst or Thou mayst or canst Thou mayst or canst canst have loved. have been loved. have been.

Plup. Thou mightst, Thou mightst, couldst, couldst, wouldst, or wouldst, or shouldst have loved.

Thou mightst, couldst, wouldst, or shouldst have been loved.

Thou mightst, couldst, wouldst, or shouldst have been.

SUBJUNCTIVE MOOD.

538. Common Form.

Pres. If thou lovest. If thou art loved. If thou art.

Imp. If thou lovedst. If thou wast loved. If thou wast. 539: Subjunctive Form.

Pres. If thou love. If thou be loved. If thou be.
Imp. If thou loved. If thou wert loved. If thou wert.

540. Common Form.

Perf. If thou hast loved. If thou hast been loved. If thou hast been. Plup. If thou hadst loven. If thou hadst been.

Fut. If thou shalt or If thou shalt or wilt be If thou shalt or wilt be.

2 Fut. If thou shalt have If thou shalt have been If thou shalt have been loved.

Interrogative Form.

541. INDICATIVE PRESENT.

Plural. Plural.

1. Do we love? 1. Are we loved? 1. Are w?
2. Do you love? 2. Are you loved? 2. Are you?
3. Do they love? 3. Are they loved? 3. Are they?

542. You will find, on examination of the foregoing conjugation, that the tenses of the subjunctive are in every respect similar to the corresponding ones of the indicative, except the following, namely, the present and imperfect

Will you give the synopsis of love joined with thou through the indicative active? passive? Neuter verb to be?

Will you name the synopsis of learn in the first person in the active voice, through each mood and tense? Will you repeat the two tenses of the infinitive and the three participles? Synopsis of hence, in

like manner through the passive? also the synopsis of the verb to be? Give the synopsis of desire in the active, like love; in the passive; verb to be; first person plural active; passive; to be; third person active: passive to be;

ive; passive; to be.
What mood does the subjunctive resem-

is of henor, in ble in its tenses? 542.

of the verb to be; the present and imperfect of the passive; the present and the second future active. The last, however, corresponds in termination, but not in formation. Among the exceptions should be reckoned the use of the conjunction if. There are instances, however, of the subjunctive form, when on conjunction is expressed, but in all such cases it is plainly understood; as, "Were I to go, he would not follow;" "Had he known me, he would have treated me differently;" that is, "If I were to go," and "If he had known." Examples of this description are conjugated as follows:

SUBJUNCTIVE FORM.

543.

IMPERFECT TENSE.

Singular. Plural. Were I.
 Were you.
 Were he. 1. Were we. 2. Were you. 3. Were they.

PLUPERFECT TENSE.

' Singular. Plural. 1. Had we loved. 1. Had I loved. Had you loved.
 Had they loved. 2. Had you loved. 3. Had he loved.

544. The second person singular of all verbs* formerly (1.) ended in st; as, "Thou hast," "Thou wast," &c. This form is still retained by that respectable class of persons denominated (2.) Friends, and in the Sacred (3.)

Scriptures. (3.)

545. Eth, for the termination of the third person singular, obtained (4.) very generally till within a recent (5.) period, especially on grave (6.) and didactic (7.) subjects; as. "He that hath ears to hear, let him hear;" "Simple multiplication teacheth to repeat," &c. But the custom of the present day is decidedly (8.) against the usage. (9.)

546. The Scriptures abound (10.) with instances of the use of the pronoun ye for you; as, "Ye are the salt of the earth;" but it is scarcely to be met with in any standard works of modern date.

547. The following conjugation accords with the ancient usage of the verb.

INDICATIVE PRESENT.

Singular. Singular. Singular. 1. I love. 1. I am loved. 1. I am. 2. Thou art foved. 2. Thou lovest. 2. Thoa art. 3. He loveth or loves. 3. He is. 3. He is loved.

What exceptions? 542.

How does the second future differ? 542. Will you explain the difference? 542.

What is the sign of the subjunctive mood? 516. Is it always expressed? 542. Give an example, 542. Will you supply the conjunction?

Will you conjugate the verb to be in the subjunctive mood, imperfect tense, without its usual sign? In like manner conjugate love in the pluperfect.

Will you conjugate love in the present active, interrogative form? passive? neu-

ter verb to be?

In what voice, mood, tense, number and person is "Do I study?" "Did she study?" "Were they dismissed?" "Are we?"

In what did the second person singular of all verbs formerly end? 544. Give an example. 544.

Meaning of formerly? 544.

By whom is this termination still retained? 544. In what writings? 544.
Meaning of Sucred Scriptures? 544.
What form of the third person singular

obtained till recently? 545. Give an example. 545.

Meaning of obtained? 545. Of recent?

On what subjects was the termination eth used in writing? 545.

Meaning of grave? of didactic? 545.

In what writings do we find ye used for you? 546.

Is it common in modern works? 546.

Will you conjugate love in the present active, according to the ancient usage? 547. passive? neuter verb to be?

In what number and person is "He hath"? "He hates"? "Thou lovest"? "Thou hast"? "Ye learneth"? "Ye learn"? He rejoiced"? "Thou art rejoiced"? "Thou art"? "He weepeth"?

* Excepting art.

(1.) Some time ago. (2.) Called. (3.) The Bible. (4.) Prevailed. ve. (8.) Positively. (9.) Use. (5.) Late. (10.) Have many. (6.) Serious. (7.) Abounding in precepts, or instructive.

Plural.

1. We love.

Ye or you love.
 They love.

Plural.

Plural.

 We are loved.
 Ye or you are loved. We are.
 Ye or you are.
 They are. 3. They are loved.

548. For a further illustration of these obsolete conjugations, the learner is referred to those treatises on grammar in our schools, which profess to furnish him with a sure and infallible guide to the true and proper use of the English language.

RULE VI.

The nominative case governs the verb in number and person.

RULE VII.

A verb must agree with its nominative case in number and person.

RULE VIII.

Active-transitive verbs govern the objective case.

EXERCISES IN PARSING.

"William was admired for his prudence."

549. William is a PROPER NOUN, of the THIRD PERSON, SIN-GULAR NUMBER, MASCULINE GENDER, and in the NOMINATIVE

CASE to was admired, agreeably to Rule VI.

Was admired is a REGULAR PASSIVE VERB, from the verb to admire-" Pres. admire; Imp. admired; Perf. part. admired. 1. I was admired; 2. You were admired; 3. He or William was admired"-made in the INDICATIVE MOOD, IMPERFECT TENSE, THIRD PERSON, SINGULAR NUMBER, and agrees with William, according to Rule VII.

For is a PREPOSITION.

His is a personal pronoun, of the Third person, singular NUMBER, MASCULINE GENDER, and agrees with William, according to Rule V.—"Nom. he; Poss. his"—made in the Possessive CASE, and governed by prudence, by RULE I.

Prudence is a common noun, of the third person, singular NUMBER, NEUTER GENDER, OBJECTIVE CASE, and governed by

for, by Rule X.

EXÉRCISES IN PARSING CONTINUED.

"John was applauded for his eloquence."

"The king was crowned at Westminster Abbey."

"Thomas has been esteemed."

"The business will be regulated."

"The girl was ridiculed by her companions."

"Susan was respected for her virtuous conduct.

"James will be rewarded by his instructer."

"Addition teacheth"? "He that hath ears"? "He that sinneth"? "Thou lovedst"? "Thou mightst, couldst, wouldst, or shoulds have lamented"? What is the rule for the agreement of the verb? rule for the nominative? rule

by which verbs govern the objective case? "William was admired for his prudence." Will you parse William? 549.

was admired? 549. for? 549. his? 549. prudence? 549.

What is a passive verb? 444. How formed? 510. Why is admired regular?

Why is for a preposition? 246. Why is his a pronoun?

Will you now parse the remaining exeraises.

2.

" We may be esteemed."

"Justice may have been stayed."

"He might have been promoted." "The task must be performed."
"William would have been de"We should not (1.) be easily (1.)
throned."
"disheartened in a good cause."

" If he be learned."

550. If is a copulative conjunction.

Be learned is a regular passive verb, from the verb to learn — "Pres. learn; Imper. learned; Perf. part. learned. 1. If I be learned; 2. If you be learned; 3. If he be learned"—made in the subjunctive mood, subjunctive form, present tense, third person, singular number, and agrees with he, according to Rule VII.

EXERCISES IN SYNTAX CONTINUED.

"If John be rewarded."

"If I am noticed."

"Unless he be punished."

- "Although they are respected."
 "Columbus discovered America."
- "America was discovered by Columbus."

"John wounded his brother."

- "John's brother was wounded by him."
- "An obedient son is deservedly respected by his friends."

"An idle boy will be punished."
"Without knowledge, a man is commonly (1.) despised."

- "The boy who visited me in September died in the city of Boston."
- "The man whom I found perished in a storm of snow."
- "I found(2.) John and William (3.) in the garden with their father and mother. (3.)

- "Although you will be disappointed."
- "If the man had been elected."

" Except he repent."

"Susan assisted the little girl."
"The little girl was assisted by Susan."

" Pain follows pleasure."

- "Pleasure is followed by pain."
- "Unless great labor had been bestowed on William, he would have disappointed the expectations of his parents."

"He will not (1.) mind without corporal punishment."

ō. "

- "They that seek knowledge will find it."
- "That lion which was exhibited in this town has been killed by his keeper."
- "I have assisted him and his sister in many difficulties, to no (4.) purpose."

XLVI. OF IRREGULAR VERBS.

551. Irregular verbs are those which do not form their imperfect tense and perfect participle by the addition of d or ed to the present tense; as,

"If he be learned." Will you parse if? 550. be learned? 550. Why in the subjunctive mood? 456.

Why in the subjunctive form? 463.
Will you parse the remaining exercises in these lessons?

Pres. tense.
Go,
Begin,

Imperf. tense.
Went,
Began,

Perf. Participle.
Gone.
Begun.

LIST OF IRREGULAR VERBS.

Those marked r admit likewise a regular form.

	111030 1110				
Present.	Imperfect. Pe	erf. or Pass. Part.		Imperfect.	Perf. or Pass. Part.
Abide,	ab de,	abode.	Hang,	hung, r.	hung. r.
Am,	was,	been.	Hear,	heard,	heard.
Ari e,		arisen.	Hew,	hewed,	hewn. r.
	3'	awaked.	Hide,	hid,	hidden, hid.
Esar, to bring forth,	a		Hit,	hit,	hit
mear, to bring	bare,	born.	Hold,	held,	held.
Jorth,	home	hauna			hurt.
Bell, to curry,	pore,	borne.	Hurt,	hurt,	
Beat,		beaten, beat.	Keep,	kept,	kept.
Begin,		begun.	Knit,	knit, r.	knit, r.
Bend,		bent.	Enow,	knew,	known.
Bereave,	bereft, r.	bereft. r.	Lade,	laded,	laden.
Beseech,	besought,	besought.	Lay,	laid,	laid.
Bid,	bid, bade,	bidden, bid.	Lead,	led,	led.
Bind,	bound,	bound.	Leave,	left,	left.
Dillu,	bit,	bitten, bit.	Lend,	lent,	lent
Bile,	bled,	bled.	Tat	lot,	let.
Bleed,	Dieu,		Let, Lie, to lie down,	101,	lain.
Blow,	blew,	blown.	Lie, to the down,	lay,	
Break,	broke,	broken.	delladg	Ivaucu,	laden. r.
Breed,	bred,	bred.	Lose,	lost,	lost.
Bring,	brought,	brought.	Make,	made,	made.
Build,	built,	built.	Meet,	met,	met.
Bursi,	burst,	burst.	Mow,	mowed,	mown. r.
Buy,	bought,	bought.	Pay,	paid,	paid.
Cast,	cast,	cast.	Put,	put,	put.
Cast			D3		read.
Catch,	caught, r.	caught. 7.	Read,	read,	
Chide,	chid,	chidden, chid.	Rend,	rent,	rent.
Choose, Cleave, to stick or adhere, Cleave to split.	chose,	cliosen.	Rid,	rid,	rid.
Cleave, to stick	manilar		Ride,	rode,	rode, ridden.†
or adhere,	s regular.		Ring,	rung, rang,	rung.
Cleave, to split,	clove or cleft.	cleft, cloven.	Rise,	rose,	risen.
Cling,	clung,	clung.	Rive,	rived,	riven.
Clothe,	clothed,	clad. r.	Run,	ran,	run.
		come.	Saw,	saw,	sawn. r.
Come,	came,	cost.	Daw,	said.	said.
Cost,	cost,		Say,		seen.
Crow,	crew, r.	crowed.	See,	saw,	
Creep,	crept,	crept.	Seek,	sought,	sought.
Cut,	cut,	cut.	Sell,	sold,	sold.
Dare, to ventur	e, durst,	dared.	Send,	sent,	sent.
Dare, to char- lenge,	<i>t</i>		Set,	set,	set.
lenge,	(T.		Shake,	shook,	shaken.
Deal,	dealt, r.	dealt. r.	Shape,	shaped,	shaped, shapen. r.
Dia	dug, r.	dug. r.	Shave,	shaved,	shaven. r.
Dig,	did,	done.			shorn.
Do,	uiu,		Shear,	sheared,	
Draw,	drew,	drawn.	Shed,	shed,	shed.
Drive,	drove,	driven.	Shine,	shone, r.	shone. r.
Drink,	drank,	drunk.	Show,	showed,	shown
Dweil,	dwelt, r.	dwelt. r.	Shoe,	shod,	shod.
Eat,	eat or ate,	eaten.	Shoot,	shot,	shot.
Fall,	fell,	fallen.	Shrink,	shrunk,	shrunk.
Feed,	fed,	fed.	Shred,	shred,	shred.
Feel,	felt,	felt.	Shut,	shut,	shut.
Fight,	fought,	fought.	Sing,		sung.
	found,	found.	Sing,	sung, sang,	
Find,			Sink,	supk, sank,	sunk.
Fiee,	fled,	fled.	Sit,	sat,	sat.
Fling,	flung,	flung.	Slay,	slew,	slain.
Fly.	flew,	flown.	Sleep,	slept,	slept.
Forget,	forgot,	forgetten, forgot.	Stide,	slid,	s.idden.
Forsake,	forsook,	forsaken.	Sling,	slung,	slung.
Freeze,	froze,	frozen.	Slink,	slunk,	'slunk.
Get,	got,	got.*	Slit,	slit, r.	slit, or slitted.
Gild,			Conito		
	gilt, r.	gilt. r.	Smite,	smote,	smitten.
Gird,	girt, r.	girt. r.	Sow, Speak,	sowed,	sown. r.
Give,	gave,	given.	Speak,	spoke,	spoken.
Go,	went,	gone.	Speed,	sped,	sped.
Grave,	graved,	graven. r.	Spend,	spent,	spent.
Grind,	ground,	ground.	Spill,	spilt, r.	spilt. r.
Grow,	grew,	grown.	Spin,	spun,	spun.
Have,	had,	had.	Spit,	spit, spat,	spit, spitten.‡
-			1,,	·Pring opatig	mproj opraventa

XLVI. When is a verb called irregular? 551.

Will you name the present and imperfect tenses, also the perfect participle of go? begin? am? arise? awake? bear?

(to carry.) bid? bite? break? choose? do? drink? eat? forget? have? known? lie? (to lie down.) mow? rise? see? throw? weave? write?

^{*} Gotten is nearly obsolete. Its compound, forgotten, is still in good use.

† Ridden is nearly obsolete.

\$ Spitten is nearly obsolete.

Present.	Imperfect.	Perf. or Pass. Part.	Present.	Imperfect.	Perf. or Pass. Part
Split,	split,	spilt. r.	Take,	took,	taken.
Spread,	spread,	spread.	Teach,	taught,	taught.
Spring,	sprung, sprang	sprung	Tear,	tore,	torn.
Stand,	stood.	stond.	Tell,	told.	told.
Steal,	stole,	stolen.	Think,	thought,	thought.
Stick,	stuck.	stuck.	Thrive,	throve, r.	thriven.
Sting.	stung.	stung.	Throw,	threw.	thrown.
Stink,	stunk.	stunk.	Thrust,	thrust,	thrust.
Stride.	strode, or strid.	stridden.	Tread.	trod,	trodden.
Strike,	struck,	struck or stricken.	Wax,	waxed,	waxen, r.
String,	strung,	strung.	Wear,	wore,	worn.
Strive,	strove,	striven.	Weave.	wove.	woven.
	strowed or	strown, strowed,	Weep,	wept,	wept.
Strow or strew,	strewed.	strewed.	Win,	won,	won.
Swear,	swore.	sworn.	Wind,	wound,	wound.
Sweat,	. swet, r.	swet. r.	Work.		(wrought or
Swell,	swelled,	swollen. r.	,	wrought,	worked.
Swim,	swum, swam,	swum.	Wring,	wrung.	wrung,
Swing,	swung,	swung.	Write,	wrote,	written.
-	-/	-	,	,	

553. We say, "I have seen," "I had seen," and "I am seen," using the participle seen instead of the verb saw: hence,

Note VI. We should use participles, only, after have, and had, and the verb to be.

EXERCISES IN SYNTAX.

"John has written his copy."

554. Has written is an irregular active-transitive verb, from the verb to write-" Pres. write; Imperf. wrote; Perf. part. written. 1. I have written; 2. You have written; 3. He or John has written"-found in the INDICATIVE MOOD, PERFECT TENSE, THIRD PERSON, SINGULAR NUMBER, and agrees with John, by RULE VII.

John, copy, and his are parsed as before.

EXERCISES IN SYNTAX CONTINUED.

"Job has struck John."

"John has been struck by Job."

"The men caught the thief in the tavern."

"The thief was caught by the men in the tavern."

"A wise son will make a glad father."

"The act was done by William."

- " James found his little brother in the boat."
- "The instructer makes pens."
- "The farmer ploughs the ground in spring."
- "I may spend my time in the country."

Will you correct, in accordance with Note VI., the following examples from the list above?

"John has wrote." "He done it well." "The sun has rose."

- "The sun risen yesterday in a cloud."
- "I see him yesterday."
 "He has did his task." "The birds have flew away."
- "The birds flown or flew." "The post is drove into the ground."
- "He began or begun to write."
- "The task is began."
- "I had went with him."
 "My brother has not spoke."
- "The cloth is wove." "The boys run swiftly."
 - "The thief has stole my watch."

- " His copy was wrote well."
 - "He was smote on his cheek." "John was awoke by the noise."

" My father has came." "He come yesterday."

- " Mary has chose the better part."
- "He drunk to excess." "The book was gave to me."
- "His friends have forsook him."
- "He was not forsook by his children." "The laborer worked for me forty
- "He was took and bound."
- "John has written his copy." you parse has written?

Why is has written an irregular verb? 551. Why active? 439. Why transitive? 440.

" John is at home."

" Rufus rode into the country."

"The sun will shine."

"The thief was confined in jail"

- "The horse ran with great violence."
- "If he will assist me, I shall be much (1.) obliged to him."
- "If he be virtuous, then he will be happy."
- "If he is happy, then I am contented."
- " Had he mentioned that circumstance, I should have avoided my present calamities."

"Although he acknowledged his

"Thou hast benefited me."

"Ye make no pretensions."

"This doctrine hath no followers."

"If thou love me."

- "If thou art more comfortable, I heartily rejoice."
- "If Thomas, who is at school, return in season, I will visit vou."

"The boys whom I admonished have reformed."

"The man whose life was in danger returned in safety."

"He abode in peace." "They would be cruel."

"We may have been negligent."

"The boys should have been studious."

" William was in town."

faults, still he would not recompense me."

"I will write him, lest he neglect my business."

" Should I be disappointed, I shall despair."

"Unless he repent, he will not be

pardoned. "Were I* in your place, I would

relieve him."

"Dost thou hear me?"

"Hath he many advisers?"

"Ye do always err." "Thou shalt surely die."

"If thou hadst obeyed me, thou wouldst not have been disappointed."

"The task which the instructer imposed was performed with reluctance."

"The measure which he adopts will succeed."

"I have known a little child that exhibited the prudence of mature years."

XLVII. GOVERNMENT OF THE INFINITIVE.

555. When I say, "John begins to read," to read is a verb in the infinitive mood; and it follows, as you perceive, the verb begins: hence we say that it is governed by begins.

"He is beginning to read." Here, the infinitive follows the participle beginning; it is, therefore, governed by beginning.
"He is eager to learn." Here, the infinitive follows the adjective eager;

we therefore say that it is governed by eager.

"He has an opportunity to learn." Here, the infinitive, to learn, is gov-

erned by the noun opportunity, because it follows the noun.

In like manner the infinitive may be governed by pronouns; as, "There is a fine opportunity for him to learn?" hence,

XLVII. "John begins to read." In what mood is to read? 555. Why? 479. By what is it governed? 555. Why? 555. "He is beginning to read." What gov-

erns to read in this case? 555.
"He is eager to learn." W

What governs Why? 555. to learn in this case? 555.

"He has an opportunity to learn?" What part of speech governs to learn in this example? 555. Why? 555.
"" opportunity for him to learn."

What does the infinitive here follow? By what, then, is it governed? 555.

RULE XII.

The infinitive mood may be governed by verbs, participles, adjectives, nouns, and pronouns.

EXERCISES IN SYNTAX. "James begins to learn."

556. To learn is a regular transitive verb-" Pres. learn; Imperf. learned; Perf. part. learned"—made in the INFINITIVE MOOD, PRESENT TENSE, and governed by begins, agreeably to Rule XII.

James and begins, are parsed as before.

EXERCISES IN SYNTAX CONTINUED.

"George desirés to learn." grammar teaches us to write "He is eager to learn." correctly."

"He has a desire to study." "It seems to please John."

"William has come to see us."

"They are determined to excel." "A knowledge of the rules of "He should seek to obtain knowledge."

"We may be taught to write, read, and spell.

Omission of To, the usual Sign of the Infinitive.

"John saw the man strike (1.) the boy."

"The instructer made him sub-

"They need not proceed in such haste."

"I heard the clock strike." "The tutor bade him do it."

"The soldiers dare not rebel." "My uncle let the boys play in

the garden." "See (2.) the blind beggar dance."

Note VII. The infinitive mood is sometimes governed by conjunctions or adverbs; as, "The summit of a mountain so high as to be invisible."

EXAMPLES.

"He desired no more (4.) than (5.) "They are about (3.) to depart." "He is wise enough (3.) to study." to know his duty."

XLVIII.

557. We have before seen, that participles partake of the nature of two parts of speech, namely, verbs and adjectives. One point of resemblance which participles have to adjectives, is in referring to some noun in the sentence in which they are used; as, "The sun is setting:" here, the participle setting is said to refer to the noun sun: hence,

What, then, may be regarded as a rule for the government of the infinitive? XII. "John begins to learn." Will you parse to learn? James? begins? 556.

What is the infinitive mood used for?

479.

"They are about to depart." By what is the infinitive here governed? What is the note for this? VII.

XLVIII. What is a participle? 498.

Is to ever omitted? 480.

Will you now parse the exercises in ting? 557. To what, then, does setting the lessons which follow?

"The sun is setting." What is setting? 557. To what, then, does setting refer? 557. Rule? XIII. Will you now parse setting in full?

Strike is governed by Rule XII.
 See is in the imperative, agreeing with thou or you, understood, by Rule VII.
 Adverb.
 Conjunction.

85

RULE MIEL.

Participles refer to nouns.

EXERCISES IN SYNTAX.

" The wind is rising."

- 558. Rising is a present active participle, from the irregular verb to rise-" Pres. rise; Imp. rose; Perf. part. risen" -and it refers to wind, according to Rule XIII.

EXERCISES IN SYNTAX CONTINUED.

"The moon is setting." "The sun is rising."

"The trees are growing." "John was dancing."

" Mary was playing."

"I have been writing." "I found him crying."
"I left him rejoicing."

PARTICIPIAL ADJECTIVES.

" The rising sun cheers us."

559. Rising is a PARTICIPIAL ADJECTIVE, from the verb to rise-" Pres. rise; Imp. rose; Perf. part. risen"-and belongs to sun, by Rule IV.

EXERCISES IN SYNTAX CONTINUED.

declining years." "The roaring winds alarm us."

"The rippling stream pleases us."

"The singing-master visited me."

"Having dined, I returned to school

"Having fought bravely, they

were at last (1.) overcome." "John, having exercised too violently, fainted."

"William returned, mortified at his loss."

"The stream, swollen by the rains, overflowed its banks."

"The man accustomed to his glass seldom reforms.

"The setting sun reminds us of "We view with pleasure the twinkling stars.

"The roaring cataract strikes us with awe."

"The laboring man should not be defrauded."

"Having slept, he recovered his strength."

"Having retired to rest, he was seized with violent pain."

"The thief, having escaped, was never afterwards seen in that region."

"A child left to follow his own inclinations is most commonly ruined."

" Admired and applauded, he be-

came vain."

Will you parse the next lesson?

Will you parse rising, in the sentence, "The rising sun"? 559. Why is it called a participial adjective? Ans. Because it describes, like an adjective, and im-plies action, like a participle.

Will you now parse the next lesson?

What kind of a participle is "Having dined"? 504. Why? 504. Who dined, in the phrase, "Having

dined, I returned to school"

To what, then, does having dined refer? Rule XIII. Will you now parse the remaining lessons?

"A dissipated son grieves his parents."

"We must not neglect any known duty."

"My father took the forsaken

"The men, being fatigued by la-

bor, sought rest in sleep." "William, being dismissed from college, retired to the coun-

"Thomas, after having been repeatedly admonished to no efyouth into his own house. and rendered to him deserved assistance."

" William befriended the deserted

fect, was severely and justly

punished."

"The tree, having been weighed down for a long time by abundance of fruit, at last (1.) fell to the ground.

RULE XIV.

Active participles, from active-transitive verbs, govern the objective case.

"James is beating John."

560. John is a proper noun, of the third person, singular NUMBER, MASCULINE GENDER, OBJECTIVE CASE, and governed by beating, by RULE XIV.

EXERCISES IN SYNTAX CONTINUED.

"John is striking William." "Susan is studying her lesson."

"Mary has been repeating her

lesson to her mother." "The teamster, seeing the stage upsetting, ran and prevented it.

"Having obtained my request, I

immediately set off for Boston."

spied the cat watching a

mouse."

"Having given directions to his servants, he left his family and took the stage for Wash-

" He delights in fighting."

561. Fighting is a participial noun, in the objective case, and governed by the preposition in, according to Rule X.

EXERCISES IN SYNTAX CONTINUED.

"Job was exhausted by wrestling."

"Mary acquired a livelihood by sewing."

"Walter excels in writing."

"Fishing delights me."

"Job practises fencing daily."

"The instructer teaches reading, writing, and spelling, in his

"Whispering is forbidden school."

"Beating John." Will you parse ticipial noun? Ans. Because it implies John? 560. Beating? 558. action, like a participle, and has, also, the Will you parse the remaining exercises sense of a noun.

in the lesson above? Will you par "In fighting." Will you parse fight- in this lesson? ing? 561. Why is fighting called a par-

Will you parse the rest of the exercises

"You will much oblige me by sending those books."

Sending is a Participial Noun, in the objective case, and

governed by the preposition by, according to Rule X.

Books is a common noun, of the third person, plural num-BER, NEUTER GENDER, OBJECTIVE CASE, and governed by the active participle sending, according to RULE XIV.

EXERCISES IN SYNTAX CONTINUED.

"James derives pleasure from reading useful books."

"John is above doing a mean action."

"Parents are pleased at seeing the progress of their chil"Mary's reading has been useful in improving her taste in composition.

"I am discouraged from undertaking this study."

"A good instructer takes no delight in punishing."

The present participle, when used as a noun, often has the definite article the before it, and the preposition of after it; as, "By the observing of truth, you will command respect." With equal propriety, however, it may be said, "By observing truth," &c., omitting both the article and the preposition. If we use the article without the preposition, or the preposition without the article, the expression will appear awkward: hence,

Note VIII. The definite article the should be used before, and the preposition of after, participial nouns, or they should both be omitted.

EXERCISES TO BE PARSED AND CORRECTED.

"By the observing these rules, he will avoid mistakes."

"He prepared them for the event by the sending to them proper information."

"In writing of his letter, he made some mistakes."

"In the regarding his interests, he neglected the public affairs." "He was sent to prepare the way

by preaching of repentance. "Keeping of one day in seven (1.) is required of Christians."

PROMISCUOUS EXERCISES IN SYNTAX.

" William calls George."

"John's father will reward his industry."

"George's father's carriage passed the tavern."

"If William return, he will be disappointed."

" John has beaten his little brother most shamefully."

"John will be punished for his insolence."

"We may improve under our instructer, if we choose."

"He who would excel in learning, must be attentive to his - books."

"She begins to improve."

"By sending those books." Will you parse sending? 562. books? 562. Will you parse the remaining exercises Note VIII.

How may participles in ing be distind cises in Syntax? Next take those to be same termination? 500.

Instead of saying, "By the observing these rules," what should I say? Why?

In this lesson?

From what are present participles exercises under Note VIII.?

Will you now parse and correct the exercises under Note VIII.?

SENTENCES TO BE WRITTEN.

563. Will you compose a sentence, containing an active-transitive verb? One, containing a neuter verb? One, containing a passive verb? One, expressing the same sense as the last in an active form? Will you compose a sentence having a verb in the potential mood? One, in the subjunctive mood? One, in the imperative mood? One, in the infinitive mood? One, having an adjective in the superlative degree? One, having the article an correctly used before a vowel? One, having an adjective in the positive degree that has in itself a superlative signification? One, containing the relative whose? One, containing which? One, with what used as a compound pronoun? One, having who used as an interrogative pronoun? One, having a verb in the subjunctive mood, common form?

Will you construct one or more sentences, which will make sense, with the word truth contained in them? One, with the word wisdom contained in it? One, with the word knowledge? One, with the

word learning? One, with the word science?

Will you construct a sentence about prudence? One about history? One or more on the following subjects, namely, geography,

gardening, farms, orchards?

Will you fill up the following phrases with suitable words to make sense, namely, "Industry — health"? "By — we acquire — "? In youth — characters — "? "Arithmetic — business"? "Washington — live — hearts of his —"?

XLIX. OF THE AUXILIARY VERBS.

564. The verbs have, be, will and do, when they are unconnected with a principal verb, expressed or understood, are not auxiliaries, but principal verbs; as, "We have enough;" "I am grateful;" "He wills it to be so;" "They do as they please." In this view, they also have their auxiliaries; as, "I shall have enough;" "I will be grateful," &c.

565. The peculiar force of the several auxiliaries will appear from the

· following account of them.

566. Do and did mark the action itself, or the time of it, with greater energy and positiveness; as, "I do speak truth;" "I did respect him;" "Here am I, for thou didst call me." They are of great use in negative (1.) sentences; as, "I do not fear;" "I did not write." They are almost universally employed in asking questions; as, "Does he learn?" "Did he not write?" They sometimes also supply (2.) the place of another verb, and make the repetition of it in the same are subsequent sentence, where the property of "Y. etition of it, in the same or a subsequent sentence, unnecessary; as, "You attend not to your studies as he does;" (i. e. "as he attends," &c.) "I shall come, if I can; but if I do not, please to excuse me;" (i. e. "if I come not.") 567. May and might express the possibility or liberty of doing a thing; can and could, the power; as, "It may rain;" "I may write or read;" "He might have improved more than he has;" "He can write much better than he could lest vaer."

than he could last year."

XLIX. Which are the auxiliary verbs? 512.

What is an auxiliary verb? 511.

What a principal one?*

When are have, be, will, and do principal verbs? 564. Give an example of each. 564.

What effect have do and did in sentences? 566. Give an example. 566.

Will you give an example in which the repetition of the principal verb is un-necessary? 566.

What do may and might express? 567.

568. Must is sometimes called in for a helper, and denotes necessity; as, "We must speak the truth, whenever we do speak, and we must not prevari-

cate." (1.)

569. Will, in the first person singular and plural, intimates (2.) resolution and promising; in the second and third person, it only foretells; as, "I will reward the good, and will punish the wicken;" "We will remember benefits, and be grateful;" "Thou wilt, or he will, repent of that folly;" "You, or they,

will have a pleasant walk."

570. Shall, on the contrary, in the first person, simply foretells; in the second and third persons, it promises, commands, or threatens; as, "I shall go abroad;" "We shall dine at home;" "Thou shalt, or you shall, inherit the land;" "Ye shall do justice, and love mercy;" "They shall account for their misconduct." The following passage is not translated (3.) according to the distinct and proper meanings of the words shall and will: "Surely goodness and mercy shall follow me all the days of my life; and I will dwell in the house of the Lord for ever." It ought to be, "will follow me," and "I shall dwell."—The foreigner who, as it is said, fell into the Thames, and cried out, "I will be drowned! nobody shall help me!" made a sad misapplication of these auxiliaries.

571. These observations respecting the import (4.) of the verbs will and shall, must be understood of explicative sentences; for when the sentence is interrogative, just the reverse, (5.) for the most part, takes place: thus, "I shall go," "You will go," express event (6.) only; but, "Will you go!" imports intention; and "Shall I go!" refers to the will of another. But "He shall go," and "Shall he go!" both imply will; expressing or referring

to a command.

572. When the verb is put in the subjunctive mood, the meaning of these auxiliaries likewise undergoes (7.) some alteration; as the learners will readily perceive by a few examples: "He shall proceed;" "If he shall proceed;" You shall consent;" "If you shall consent." These auxiliaries are sometimes interchanged (8.) in the indicative and subjunctive moods; to convey the same meaning of the auxiliary; as, "He will not return;" "If he shall not return;" "He shall not return;" "If he will not return." 573. Would primarily (9.) denotes inclination of will; and should, obliga-

tion; but they both vary their import, and are often used to express simple

574. Do and have are sometimes used as principal verbs, according to the following

SYNOPSIS.

INDICATIVE MOOD.

Pres. I do. Imp. I did. Perf. I have done. Plup. I had done. 1 Fut. I shall or will do. 2 Fut. I shall have done.

> all the days of my life; and I will dwell in the house of the Lord for ever." 570.

I shall or will have.

I shall have had.

I have.

I had.

I have had.

I had had.

In what consists the mistake in the expression which the foreigner made when he fell into the Thames? 570. What do shall and will denote in interrogative sentences; as, "Shall I go?"

Will you go?" 571.

What do would and should primarily denote? 573.

What is the use of must? 568. What does will intimate in the first

person singular? plural? 569. Give an example. 569. In the second and third persons? 569. Give an example. 569.

What does shall intimate in the first person? 570. Give an example. 570.

In what particular is the translation of the following passage incorrect? "Surely goodness and mercy shall follow me

575.

POTENTIAL MOOD.

Pres. I may or can do. I may or can have.

Imp. I might, could, would, or should I might, could, would or should have. do.

Perf. I may or can have done I may or can have had.

Plup. I might, could, would or should I might, could, would or should have have done.

576. SUBJUNCTIVE MOOD.

Pres. 1. If I do. If I have, &c. IMPERATIVE MOOD. 576 - 1.

Pres. Do you, or Do you do. Have you, or Do you have.

577. INFINITIVE MOOD.

Pres. To do. To have. Perf. To have done. To have had.

PARTICIPLES.

Pres. Doing. Perf. Done. Having. Had. Comp. perf. Having done. Having had.

OF DEFECTIVE VERBS.

579. Defective verbs are those which are used only in some of the moods and tenses.

580. The following are the principal ones:

Imp. Tense. Pres. Tense. Perf. Participle. May, Might, (Wanting.) Can, Will, Could Would, Shall, Must, Must, Ought, Ought, Quoth.

581. Of these, ought and must, you perceive, are not varied.

582. Ought and quoth are always used as principal verbs. Ought is the same in the imperfect tense as in the present, and is always followed by an infinitive; as, "He ought to study;" "He ought to have read." In this last example, ought is in the imperfect; and in the first, it is in the present infinitive follows ought, ought is in the present infinitive follows ought, ought is in the present tense; but when the perfect infinitive follows it, it is in the imperfect tense.

583. In English, verbs are often used both in a transitive and intransitive, or neuter signification. Thus, to flatten, when it signifies to make even or level, is an active-transitive verb; but when it signifies to grow dull or insipid, it is

an intransitive verb.

Will you repeat the synopsis of do through all the moods? of have?

Will you conjugate do in the present tense? have in the perfect tense? What is the perfect participle of do? of have? the compound perfect of do? of have?

What are defective verbs? 579. Will you mention the principal ones, with their imperfect tenses ? 580.

Which are not varied? 581.

How are ought and quoth always used? 582.

How can you tell when ought is in the present tense? 582.

When is it in the imperfect tense? 582. Give an example of each tense, 582.

When is to flatten transitive, and when intransitive? 583. How, then, are verbs often used? 583.

584. A neuter or intransitive verb, by the addition of a preposition, may become a compound active-transitive verb; as, to smile is intransitive; it canno., therefore, be followed by an objective case, nor be changed into the passive form. We cannot say, "She smiled him," or "He was smiled;" but we say, very properly, "She smiled on him;" "He was smiled on by her."

585. Preposition affect the meaning of verbs in different ways. To cast means to throw; as, "He cast a stone at her." To cast up, however, means to compute; as, "He casts up his accounts." In all instances in which the preposition follows the verb, and modifies its meaning, it should be considered

a part of the verb, and be so treated in parsing.

586. There are some verbs, which, although they admit an objective case after them, still do not indicate the least degree of action; as, "I resemble my father." This seeming inconsistency may be easily reconciled by reflecting that, in all such cases, the verb has a direct reference to its object.

this nature are the verbs retain, resemble, own, have, &c.

587. Some neuter or infransitive verbs admit of a passive form, and are thence called neuter passive verbs; as, "John goes home to-night." Here goes is an intransitive verb. But in the sentence, "John is gone home," is gone is a neuter passive verb. Again, in the phrase, "William comes," comes is an intransitive verb; and in the phrase, "William is come," is come is a neuter passive verb.

EXERCISES IN SYNTAX.

"William had had many advantages before he improved them in a proper manner."

"A good scholar will not do what (1.) is forbidden by his

instructer."

"He has had many precious op portunities."

"John will do as his instructer

directs."

"He may have had time."

"I own this book."

" Charles resembles his parents."

"He retains his place."

"The farmer casts seed into the "The merchant casts up his ac-

counts often."

"The instructer has come." "Our instructer has come."

"William has gone to visit his parents."

" Susan has gone."

"I cannot believe him."

"His father does not hesitate to trust him."

"She smiles sweetly." "She smiled on John."

"John was smiled on by fortune in every undertaking."

" Mary was gone before her mother came.

"When they came to town, they made many purchases."

How can an intransitive verb become transitive? 584. Give an example. 584. What does to cast mean? 585.

Meaning of to cast up? 585.

When may the preposition be reckoned a part of the verb? 585.

How should it be considered in parsing? 585.

Is resemble, strictly speaking, a transitive verb? 586.

Why does it admit an object after it?

586.
There are several verbs of this class; What is a neuter passive verb? 587.

Give an example. 587. Will you now parse the next lessons?

OF ADVERBS.

588. Adverbs are words joined to verbs, participles, adjectives, and other adverbs, to qualify them.

589. Expressions like the following, namely, a few days ago, long since, none at all, at length, in vain, by no means, a great deal, &c., are denominated adverbial phrases, when they are used to qualify verbs or participles, by ex-

pressing the manner, time or degree of action.

590. The definite article the is frequently placed before adverbs of the comparative and superlative degrees, to give the expression more force; as, "The more he walks, the better he feels." When the article is used in this sense, both the article and adverb may be reckoned an adverbial phrase, and be so considered in parsing.

591. You have doubtless noticed that most words ending in ly are adverbs. The reason of this is that ly is a contraction of the adverb like: thus, from manlike we form manly: gentlemanly is a contraction of gentlemanlike .--

Hence,

592. If you meet with a word ending in ly, implying in its signification the idea of like, you may conclude at once that it is an adverb.

RULE IX.

Adverbs qualify verbs, participles, adjectives, and other adverbs.

EXERCISES IN SYNTAX.

"In vain we look for perfect happiness."

593. In vain is an ADVERBIAL PHRASE, and qualifies look, according to Rule IX.

EXERCISES IN SYNTAX CONTINUED.

"John has come again, but William has not.'

"Very many persons fail of hap-piness."

"A vast many evils are incident to man in his wearisome journey through life."

"The instructress has at length arrived."

LI. What is the meaning of adverb? 228.

To what is the adverb joined? 588. For what purpose? 588.

How many different parts of speech does it qualify? 588.

Which are they? 588. What is the definition of an adverb?

588. Are adverbs compared?*

Will you compare wisely? 235. soon?

How are they compared? 236. Will you compare the adverbs much? well? bad? ill? 237.

Some adverbs are not regular in their comparison; will you name one? 237. Will you name four or five adverbial

phrases? 589.

"William acted very nobly."

"I will by no means consent." "He wrote a long letter a few days ago."(1.)

"John was writing carelessly." "I have admonished her once and

again."

" A few days ago, there was much excitement in town."

When are they to be considered adverbial phrases? 589. Is the article the ever joined to an ad-

verb? 590. For what purpose? 590. What do the article and adverb form

in such cases? 590. How is it to be considered in parsing?

How came most words ending in ly to

be considered adverbs? 591. Give an example. 591. How can we determine between words

ending in ly, whether or not they are adverbs? 592.

What rule do you apply when you parse an adverb? IX.
"In vain we look." Will you parse

in vain? 593.

Note IX. To qualify verbs, participles, adjectives, and other adverbs, we should use adverbs; but to qualify nouns, we should use adjectives.

SENTENCES TO BE PARSED AND CORRECTED.

"William writes good."*

"Susan studies diligent."

"He speaks fluently and reasons correct."

"John writes tolerable well, but readst miserable."

"Harriet dresses neat."

"On conditions suitably to his rank."

"He speaks correct."

" Mary sings admirable." "He writes elegant."

"He reads and spells very bad."

SENTENCES TO BE WRITTEN.

594. Will you write down a sentence, containing a compound

active-transitive verb? One, having a neuter-passive verb?
Will you compose two or more sentences about a lion? Two or more, about sheep? Two or more, about a cow? One, about an ox? One, about a dog? One, about a cat? One, about Africans? One, about Indians? One, about fishes? One, about steam-boat disasters? One, about stage accidents?

LII. OF PREPOSITIONS.

595. Prepositions are used to connect words, and to show the relation between them.

596. We not unfrequently meet with verbs compounded of a preposition and verb; as, "to uphold," "to invest," "to overlook;" and this composition sometimes gives a new sense to the verb; as, "to understand," "to withdraw." But the preposition more frequently occurs after the verb, and separate from it; as, "to cast up," "to fall on." The sense of the verb, in this case, is also materially affected by the preposition.

598. The prepositions after, before, above, beneath, and several others, sometimes appear to be adverbs, and may be so considered; as, "They had their reward soon after;" "He died not long before;" "He dwells above:" but if the noun time or place be added, they lose their adverbial form; as, "He died not long before" [that time], &c.

599. There is a peculiar propriety in distinguishing the correct use of the different prepositions. For illustration, we will take the following sentences: "He walks with a staff by moonlight;" "He was taken by stratagem, and killed with a sword." Put the one preposition for the other, and say, "He walks by

Will you next parse the remaining exercises :

When should we use adverbs? Note

When adjectives? Note IX.

"William writes good." Wherein is this sentence incorrect?*

Will you now parse and correct the remaining exercises?

LII. WI tion? 244. What is the meaning of preposi-

What are prepositions? 595. Will you repeat the list? 247.

With what are verbs not unfrequently

compounded? 596. Give an example.

Where is the preposition more frequently placed? 596. Give an example.

Will you name four prepositions which in many instances appear to be adverbs?

How may they be converted into prepositions again? 598.
"He walks by a staff with moonlight."

Will you correct this sentence, and then repeat the phrase ?

[#] For the adjective good, we should use the adverb well, according to Note IX.
† Reads agrees with John understood, and is, therefore, connected with works by the conjunction but, agreeably to Rule XII.

a staff with moonlight;" "He was taken with stratagem, and killed by a sword;" and it will appear that they differ in signification more than one, at first view, would be apt to imagine.

Prepositions govern the objective case. EXERCISES IN SYNTAX.

"John lives within his income."

600. Within is a PREPOSITION.

Income is a common noun, of the THIRD PERSON, SINGULAR NUMBER, NEUTER GENDER, OBJECTIVE CASE, and governed by within, according to Rule X.

EXERCISES IN SYNTAX CONTINUED.

"Thomas made his fortune by industry."

"Susan labors with her needle for a livelihood."

" Respecting that affair, there was a controversy."

" In six days God made the world, and all things that are in it. He made the sun to shine by day, and the moon (1.) to give

light by night." "Beneath the oak lie acorns in

great abundance."

"John, who is at all times watch ful of his own interest, will attend to that concern."

SENTENCES TO BE WRITTEN.

601. Will you fill up the following sentences with suitable prepositions to make sense? "John was—the house when he was seized a fit." "The busy bee — summer provides food — the approaching winter — the prudence — a rational being."

Will you supply the objects to the following? "James was catch-

ing ___," "He was beating ___," "He supports ___,"
Will you supply agents or nominative cases to the following?
"____ was running." "____ was dancing."

Will you supply verbs in the following? "A dutiful child -

his parents." "Grammar - us - correctly."

Will you compose two or more sentences about boys? One, about whales? One, about snakes? One, about foxes? One, about parents? One, about brothers? One, about sisters? One, about uncles? One, about aunts?

LIII. OF CONJUNCTIONS.

602. A conjunction is a word that is chiefly used to connect sentences, so as, out of two or more sentences, to make but one.

Will you repeat the rule respecting the government of nouns by prepositions? X. "John lives within his income." Will you parse within ? 600. income ? 600.

Will you now take the remaining exercises to be parsed; after which, those to be written

What is a simple sentence? 253. Give an example. A compound sentence? 256. Give an example.

Why called compound? 254. LIII. Meaning of conjunction? 257 What is a conjunction? 602. Meaning of copulative? 264.

^(1.) The sense is, "He made the moon." Moon, then, is in the objective case, governed by made under stood, and connected with sun, by Rule XI.

603. Relative pronouns, as well as conjunctions, serve to connect sentences; as, "Blessed is the man who feareth the Lord."

604. Conjunctions very often unite sentences when they appear to unite only words; as in the following sentences: "Duty and interest forbid vicious indulgences." "Wisdom or folly governs us." Each of these forms of expression contains two sentences, namely, the first, "Duty forbids vicious indulgences;" "Interest forbids vicious indulgences:" the second, "Wisdom governs us;" "Folly governs us."

RULE XI.

Conjunctions connect verbs of the same mood and tense, and nouns or pronouns of the same case.

EXERCISES IN SYNTAX.

" William writes and ciphers." 605.

And is a copulative conjunction.

Ciphers is a REGULAR ACTIVE INTRANSITIVE VERB, from the verb to cipher-"Pres. cipher; Imperf. ciphered; Per. part. ciphered. 1. I cipher; 2. You cipher; 3. He or William ciphers"-made in the INDICATIVE MOOD, PRESENT TENSE, THIRD PERSON SINGULAR, and agrees with William understood, and is connected to writes by the conjunction and, agreeably to Rule XI.

EXERCISES IN SYNTAX CONTINUED.

"John ciphers rapidly, and reads "Though he is lively, yet he is correctly." not too volatile."

"If we contend about trifles, and violently maintain our opinions, we shall gain but few friends." "If he has promised, he should act accordingly." "He denied that he circulated the report."

SENTENCES TO BE WRITTEN.

606. Will you compose a sentence containing the conjunction if? One, containing and? As many sentences as there are conjunctions which follow; each sentence containing one? Although. Unless. For. Because. Therefore. Or. Neither. Nor.

Will you compose a sentence about Jackson? One, about Clay?

One, about Monroe? One, about Madison?

OF INTERJECTIONS

607. Interjections are words thrown in between the parts of sentences, to express the passions or sudden feelings of the speaker.

What is the use of the copulative conjunction? 265.

Will you repeat the list of copulative conjunctions? 266.
What does disjunctive signify? 271.

What does the disjunctive conjunction connect? 274.

Will you repeat the list of them? 275. What is the rule for connecting words by conjunctions? XI.

What other words, besides conjunctions and prepositions, connect? 603.

Do conjunctions ever connect sentences when they appear to connect words

tences when they appear to connect words only? 604. Give an example. 604. "William writes and ciphers." Will you parse and? 605. ciphers? 605. Will you, in the next place, take the exercises to be parsed and written, and dispose of them? LIV. What is the meaning of interjection? 283. What are interioristical and considerable of the constant of the

What are interjections? 607.

608. We do not say, "Ah, I!" "Oh, I!" but "Ah, me!" "Oh, me!" using the objective case after the interjection. The pronoun here spoken of, you perceive, is of the first person: hence,

Note X. Pronouns of the first person are put in the objective case, after the interjections Oh! O! ah! &c.

609. We say, "O thou persecutor!" "Oh ye hypocrites!" "O thou who dwellest," &c.: hence,

Note XI. The interjections O! oh! and ah! require the nominative case of pronouns in the second person.

EXERCISES IN SYNTAX.

"Ah me! I must perish." 610.

Ah is an interjection.

Me is a personal pronoun, of the first person, singular, OBJECTIVE CASE, and governed by ah, agreeably to Note X.

EXERCISES IN SYNTAX CONTINUED.

"O, thou (1.) who hast murdered thy friend !"

deaf (3.) to the calls of duty and honor."

"O, thou who hearest prayer!" "Ah me! must I endure all this?" "Ah! unhappy (2.) thou, who art "Oh! happy (4.) us, surrounded with so many blessings."

SENTENCES TO BE WRITTEN.

611. Will you compose a sentence containing alas? One, containing oh? One, about volcanoes? One, about lakes? One, about islands? One, about Webster the statesman? One, about a good scholar? One, about a poor scholar? One, about a good instructer?

LV. OF THE AGREEMENT OF NOUNS.

612. Apposition, in grammar, signifies the putting of two nouns in the

613. When I say, "John the mechanic has come," I am speaking of only one person; the two nouns, John and mechanic, both meaning or referring to the same person; consequently they are put, by apposition, in the same case: hence,

RULE RV.

When two or more nouns, in the same sentence, signify the same thing, they are put, by apposition, in the same case.

Will you repeat from the list six interjections? 285.

How may an interjection generally be known? 286.

"Ah me !" In what case is me ? 610. What rule or note applies to me? X. "O thou," &c. What note applies

to thou? XI. "Ah me!" Will you parse ah? me? 610.

Will you now take the remaining exercises to be parsed and written?

LV. Meaning of apposition? 612.

"John the mechanic." How many persons are here spoken of? 613. Should, then, the two nouns, John and mechanic, be in the same, or a different case? 613. What is the rule for this agreement? XV.

^(1.) For thou, apply Note XI.
(3.) Belongs to who, by Rule IV.

Agrees with thou, by Rule IV.
 Apply Rule IV.

EXERCISES IN SYNTAX.

"Webster the statesman has left us." 614.

Statesman is a common noun, masculine gender, third PERSON, SINGULAR NUMBER, NOMINATIVE CASE, and put in apposition with Webster, by Rule XV.

EXERCISES IN SYNTAX CONTINUED.

" John the Baptist was beheaded." "David, the thief, was apprehended."

"Johnson, the bookseller, has

failed in business." "I consulted Williams, the law-

yer." "If John will not go, I will go

myself." (1.)

"You yourself are in fault." "They themselves were mistaken."

"Cicero, the orator, flourished in the time of Catiline, the conspirator."

"I visit Thompson, the professor, often."

"John, the miller, died yester-day."

"We will inspect the goods ourselves." "I, I am the man who committed

the deed."

Remark 1.—For the same reason that one noun agrees with another in case, it agrees with it in number and person also.

sians, promulgate this law."

"I, Alexander, by the grace of "We, the representatives of the God, emperor of all the Ruspeople of these colonies, do make this declaration."

Remark 2.—When one noun describes or qualifies another, the one so qualifying becomes an adjective in sense, and may be so considered in parsing. Accordingly, Tremont, in the phrase "Tremont House," is an adjective belonging to House, by RULE IV.

EXERCISES IN SYNTAX.

"The Marlborough Hotel is situ- "John Dobson was in town yesated in Washington-street."

terday." "The firm of Messrs. Williams "John Johnson, the blacksmith,

& Sons, has failed." has broken his leg." Remark 3.—When the nouns which refer to the same person or thing are separated by verbs, as, "Webster is a statesman," it is customary to apply

one or more of the following rules : 1. Any verb may have the same case after it as before it, when both words

refer to the sume thing.

2. The verb to BE, through all its variations, has the same case after it as that which next precedes it.

"Webster the statesman." Will you parse statesman? 614. Will you now parse the succeeding ex-

"I will go myself." Will you parse myself?

How is the compound personal pronoun formed in the singular? 386. How in the plural? 386.

When one noun is put in apposition with another, in what particulars does it agree with it? Remark 1.

Will you now parse the next exercises?

"Tremont House." What part of speech is Tremont? Remark 2. How used here? Remark 2. Will you parse it in full?

Will you now parse all the exercises under Remark 2?

What is the rule or rules usually giv-

en for parsing statesman, in the phrase, "Webster is a statesman"? Remark 3; 1, 2, 3, 4.

In the same sentence, do Webster and statesman both mean or refer to the same person? In what case, then, ought they to be? 613. By what rule? XV.

^(1.) Myself is a compound personal pronoun, first person, singular, nominative case, and put in apposition with I, by Rule XV.

3. Passive verbs of naming, judging, &c. have the same case after them as before them.

4. Neuter verbs have the same case after them as before them.

616. The foregoing rules, in the opinion of the writer, are wholly unnecessary, tending merely to confuse the mind of the learner by requiring him to make a distinction in form, when there exists none in principle. In corrobora-

tion of this fact, Mr. Murray has the following remark :-

617. "By these examples it appears, that the verb to be has no government of case, but serves in all its forms as a conductor to the cases; so that the two cases, which, in the construction of the sentence, are the next before and after it, must always be alike. Perhaps this subject will be more intelligible by observing that the words, in the cases preceding and following the verb to be, may be said to be in apposition to each other. Thus, in the sentence, 'I understood it to be him,' the words it and him are in apposition; that is, they refer to the same thing, and are in the same case."

EXERCISES IN SYNTAX. 1.

"Webster is a statesman."

"John is a good scholar."

"William will become a distinguished and valuable citizen."

"She walks a queen." (1.) "He is styled Lord (1.) Mayor (1.)

- of London."
- "He was named John." (1.) "She moves a queen." (1.)

"Susan took her to be Mary." (1.) "I took him to be John (2.) Og-

"We at first took it to be her, but afterwards were convinced that (3.) it was not she."

"He is not the person who (4.) it seemed he was."

"I understood it to be him (1.)

tutor to the prince." Remark 3 .- It not unfrequently happens that the connecting verb is omitted; as, "They made him captain;" that is, to be captain.

"Julius Cæsar was that Roman

"Claudius Nero, Caligula's un-

"Tom struts a soldier." (1.)

"Will sneaks a scrivener."

ed the kingdom."

have been.'

to be ?''

.emperor."

Gauls."

general who conquered the

cle, a senseless fellow, obtain-

who is the son of Mr. (2.) John Quincy (2.) Adams." (1.)

they represented her (1.) to

"She is not now the person whom

"Whom (5.) do you fancy them

"The professor was appointed

"They named him John." "They proclaimed him king." "His countrymen crowned him

"The soldiers made him general."

"It might have been him, (6.) but

there is no proof (7.) of it."

619. SENTENCES TO BE PARSED AND CORRECTED. "She is the person who I under-

stood it to have been." "Who do you think me to be?"

"Whom do men say that I am?" "Whom think ye that I am?"

"Though I was blamed, it could not have been me." "I saw one who I took to be she."

What office does the verb to be perform

between cases? 617. Are the cases next before and after it, alike, or different? 617.

What is the opinion of Mr. Murray respecting the cases before and after to

be parsed in the phrase, "I understood it to be him"? 617.

Will you now parse lessons 1,2 and 3? Is the verb to be always expressed? Remark 3. Give an example. Remark 3. Will you now take the sentences to be parsed and corrected; also those to be written?

How does he think it and him should

^(1.) Apply Rule XV. (2.) Remark 2. (3.) Conjunction, by Rule XV. (5.) Whom agrees with them, by Rule XV, according to Rule XV. (7.) Apply Rule VI. (4.) Who is put in apposition with he, (6.) Him should be he, to agree with it

SENTENCES TO BE WRITTEN. 620.

Will you compose a sentence having nouns in apposition? One, having nouns in apposition, but separated by a verb? One, having

a noun used as an adjective?

Will you construct a sentence having in it the word who? One, having whose? One, having whom? One, having what? One, having that? One, having man? One, having woman? One, having boy? One, having girls? One, having purents?

OF NOUNS USED INDEPENDENTLY. LVI.

621. To address signifies to speak to; as, "James, your father has come."
The name of the person addressed must always be of the second person; and a noun in this situation, when it has no verb to agree with it, and is wholly disconnected with the rest of the sentence, is said to be independent. Hence,

RULE XVI.

When an address is made, the name of the person or thing addressed is in the nominative case independent.

EXERCISES IN SYNTAX.

622. "John, will you assist me?"

John is a proper noun, of the second person, singular NUMBER, MASCULINE GENDER, and NOMINATIVE CASE INDEPEND-ENT, according to Rule XVI.

EXERCISES IN SYNTAX CONTINUED.

"My lords, (1.) the time has come when we must take some decisive measures."

"In making this appeal to you, my fellow-citizens, I rely entirely on your candor."

"Rufus, you must improve your time.

"Gentlemen of the jury."

"James, (1.) study (2.) your book." "William, do try to get your les-

"Boys, attend to your lessons."

"Girls, come into school."

"Did you speak to me, girls?"

" My dear children, let no root of bitterness spring up among you."

son to-day.'

LVI. "James, your father has come." Which word here is the name of the person addressed?

What is the meaning of to address?

Of what person is a noun when an address is made? 621.

When is a noun independent? 621. What is the rule for a noun put independently? XVI. In the sentence, "John, will you as-

sist me?" will you parse John? 622. Will you next parse the rest of the exercises in this rule?

(1.) Rule XVI. (2.) Imperative mood, and agrees with thou or you understood, by Rule VII.

LVII. OF NOUNS IN THE CASE ABSOLUTE

623. In the phrase, "The sun being risen, we set sail," the first clause of the sentence, namely, "The sun being risen," has nothing to do with the remainder: the noun and participle may, therefore, when taken together, be said to be in the nominative case independent; but as we have already one case of this nature, we will, for the sake of making a distinction, call this (the noun joined with a participle) the nominative case absolute. Hence,

RULE XVII.

A noun or pronoun before a participle, and independent of the rest of the sentence, is in the nominative case absolute.

EXERCISES IN SYNTAX.

"The sun (1.) being risen, (2.) we departed."

"Egypt being conquered, Alexander returned to Syria."

"Shame being lost, all virtue was

"The soldiers retreating, victory was lost."

"Wellington having returned to England, tranquillity was restored to France."

" Bonaparte being conquered, the king was restored."

"The conditions being observed, the bargain was a mutual benefit.

625. SENTENCES TO BE PARSED AND CORRECTED.

"Him (3.) only excepted, who "Him being destroyed, the rewas a murderer."

"Her being dismissed, the rest of the scholars behaved well."

maining robbers made their escape.

LVIII. OF THE INFINITIVE MOOD.

Note XII.—A verb in the infinitive mood is sometimes placed independently; as, "To be frank, I own I have injured you."

EXERCISES IN SYNTAX.

"To confess the truth, I was in fault.'

"To display his power, he oppressed his soldiers."

suaded him to stay." "To convince you, I will continue here till you return."

"To tell the plain truth, I per-

LVII. "The sun being risen, we set sail." How many words in this sentence, used independently, are taken together? 623.

Why is this case denominated the case absolute? 623.

What is the rule for the case absolute? XVII.

Will you now take the parsing exercises under Rule XVII., and then the sentences to be corrected?

"To confess the truth, I LVIII. was," &cc. How is to confess used ?-

What is the rule for it? Note XII. What is the infinitive mood used for?

How many tenses has it? 528. What is its usual sign? 517. Will you now parse the exercises under Note XII.?

 In the nominative case absolute with being risen, by Rule XVII.
 When a noun is in the case absolute, it should be in the nominative case. Him should therefore be hs, by Rule XVII.

101 MOOD.

"To play is pleasant." What is pleasant? "To play." The infinitive to play is, then, the nominative case to is. "Thou shalt not kill, is required of all men." What is required? "Thou shalt not kill." The verb is required, then, agrees with "Thou shalt not kill," as its nominative. Hence,

626-1. Note XIII.—The infinitive mood, or part of a sentence, is frequently put as the nominative case to a verb of the third person singular.

EXERCISES IN SYNTAX. 627.

"Thou shalt not kill, is the com-'To excel requires much exermand of God."

"To abandon friends will sink a " Honor thy father and thy mothman's character." er, is required of all men."

"To practise religion is our du-"To write a fair hand requires practice."

Remark 1.—To excel is the nominative case to requires by Note XIII.; and requires agrees with to excel by Rule VII. In parsing "Thou shalt not kill," we first apply Rules VI., VII. and IX. The whole phrase is considered

the nominative to is required, by Note XIII.

2. The infinitive mood, or a part of a sentence, is frequently the object of a transitive verb; as, "Boys love to play." What do boys love? "To play." The object of love, then, is to play. "Children do not consider how much has been done for them by their parents." Consider what? "How much has been done for them by their parents;" including for the object of the verb the whole

Note XIV.—The infinitive mood or part of a sentence, may have an adjective or participle agreeing with it, when there is no noun, either expressed or understood, to which the adjective may belong.

EXERCISES IN SYNTAX.

"To see the sun is pleasant." "To practise virtue will be pro"Defraud not thy neighbor, is binding on all." "To do good to our enemies, is

ductive of happiness." "To be ridiculed is unpleasant."

not natural to our hearts."

Remarks .- Pleasant agrees with "to see the sun," by Note XIV. Binding agrees with "Defraud not thy neighbor," by the same authority. apply Rule VII.; to sun, Rule VIII.; to the infinitive to see, Note XIII.

SENTENCES TO BE WRITTEN.

Will you compose one or more sentences having an infinitive governed by a participle? One, using an infinitive after a noun? One, describing the manner of playing ball? One, or more, on the manner of playing tag? One, on the duty of children to mind their parents? One, or more, on industry? One, on the business you intend to pursue for life?

"Thou shalt not kill, is required of all en," What is required?

What is the nominative to is required? 626-1. Rule? Note XIII.

Will you now parse the remaining ex-

ercises under this rule?
"Boys love to play." What is the object of love? 627. Remark 2.

Since we have a rule for to love, as a verb, there is no necessity for considering it the object in parsing: what rule, then, will you apply to it? XII.

Will you name an example in which

there is part of a sentence used as the object of a verb? 627. Remark 2.
"To see the sun is pleasant." Will you parse pleasant? to see? the? sun? is?

Will you now parse the remaining exercises under Note XIV.

[&]quot;To play is pleasant." What is pleasant? What, then, is the nominative to is? 626-1. Rule? Note XIII.

LIX.

630. In the phrase, "John and James are here," the sense is that "John and James are both here;" two persons are therefore spoken of, which renders it necessary to use the plural verb are, to agree with two nouns which individually are singular : hence,

RULE XVIII.

Two or more nouns or pronouns, of the singular number, connected together by AND, either expressed or understood, must have verbs, nouns, and pronouns, agreeing with them in the plural number.

631.

EXERCISES IN SYNTAX.

" William and James run."

"Mary and Harriet study, and they will therefore excel."

"You and I are in fault."

- "John and Thomas say they intend to study Latin."
- "John and Joseph can get their lessons." "Time and tide wait for no man."
- "My coat and pantaloons were made by Watson."

Remarks.—William is one of the nominatives to the verb run. James is in the nominative case to the verb run, and is connected with the noun William by Rule XI. Run agrees with William and James by Rule XVIII.

632. SENTENCES TO BE PARSED AND CORRECTED.

"Mary and her cousin has come." "You and I makes progress in

our studies."

"Life and health is both uncertain."

- "The farmer and his son is in town."
- "Susan and her sister is deceitful."
- "William and John both writes a good hand."

Remarks.—For has come, we should read have come, that the verb may be plural, when it has two nominatives connected by and, according to Rule XVIII.

Exception 1.—When and connects two or more nouns in the singular, which refer to the same person or thing, the verb must be singular; as, "Pliny the philosopher and naturalist has greatly enriched science."

633. SENTENCES TO BE PARSED AND CORRECTED.

"That superficial scholar and critic have given new evidence of his misguided judg-

"There go a benevolent man and scholar.'

- "In that house live a great and distinguished scholar statesman."
- "Mr. Cooper, the sailor and novelist, visit La Fayette, the patriot and philanthropist."

When I say, "John and James are here," of how many persons do I

Should we, then, use is or are? 630. What is the rule for are? XVIII.

Will you now parse the exercises under Rule XVIII.? "William and James run." Will you parse William in full? and? James?

Will you parse the next exercises? "Mary and her cousin has come."-Why is this incorrect? 632.

Will you parse the succeeding exer-

"Pliny the philosopher and naturalist has greatly enriched science." Why should we use has, in this sentence, instead of have? Exception 1.

"That superficial scholar and critic have given." Why is have given incor-rect? Exception 1.

What is the rule for has come? Excep-

Will you correct and parse the remaining exercises?

Exception 2.—When two or more nouns in the singular, connected by and, have each or every joined with them, the verb must be in the singular number; as, "Every person, every house, and every blade of grass, was destroyed."

634. SENTENCES TO BE PARSED AND CORRECTED.

"Each man, and each woman, "Every man, and every woman, and every child, were taken.' were particularly alluded to " Every tree, stick and twig, were in the report of the affair." consumed."

Remark.—Were, in the first of these examples, should be changed for was, because reference is had to each person, individually considered, which, in respect to the verb, is the same in effect as if one person only was spoken of.

Note XV.—Every is sometimes associated with a plural noun, in which case the verb must be singular; as, "Every hundred years constitutes a century."

635. SENTENCES TO BE PARSED AND CORRECTED.

"Every twenty-four hours afford "Every four years add another to us the vicissitudes of day day to the ordinary number and night." of days in a year."

Remark.—Afford, in the example above, is a violation of the note: it should be affords, in the singular number. The reason of this is, that "every twentyfour hours," signifies a single period of time, and is, therefore, in reality singular.

Note. XVI.—A verb in the plural will agree with a collective noun in the singular, when a part only of the individuals are meant; as, "The council were divided in their sentiments." When the noun expresses the idea of unity, the verb should be singular; as, "The council was composed wholly of farmers."

Remarks.—In the foregoing example, we use the plural verb were divided, because we refer to the individuals composing the council; but if no allusion of this sort had been made, and we had spoken of it as one entire body, we should have used the singular verb, according to the common rule; as, "The council is composed wholly of farmers."

We apply to council, in the first example, Note XVI.; to were divided, the same note; and to council, and was composed, in the second example, RULES VI. and VII.

EXERCISES IN SYNTAX.

"The council were divided in their sentiments."

"A part of the men were murdered.'

"My people do not consider."

"The multitude eagerly pursue pleasure as their chief good."

In the first example, under Exception 2, why use was destroyed, rather than were destroyed? Exception 2.

Will you parse the remaining exercises under this exception, after having cor-

rected them?

"Every twenty-four hours afford to us." What does "every twenty-four hours" signify, one period of time, or more? What is wrong, then? Why? 635. Remark.

What is the rule for this? Note XV.

Will you correct and parse the other

"The council were divided." Why not was? Note XVI. Remarks. Rule? Note XVI.

When is a noun called collective? 306. In what, circumstances would it be proper to use the singular verb? Note

XVI. Give an example. How do you parse council? Note XVI. Remarks. Were divided? Note XVI. Remarks. Was composed, in the second example? Note XVI.

Will you now parse and correct the remaining exercises under this note?

637. SENTENCES TO BE PARSED AND CORRECTED.

"My people doth not consider." "The people rejoices in that which should give it sorrow."

"The multitude rushes to certain destruction.'

"The committee was divided in their sentiments, and has referred the business to a general meeting."

LX.

638. Negative means denying; and affirmative, asserting or declaring positively. A sentence in which something is denied is a negative one, and a sentence in which something is affirmed or positively asserted, is an affirmative one. "Vice degrades us," is an affirmative sentence, and "Labor does not injure us," is a negative one. Not, nothing, none at all, by no means, no, in no

wise, neither, no, none, &c., are negative terms.

The phrase, "I have nothing," has one negative, and means, "I have not any thing." The phrase, "I have not nothing," cannot mean the same as "I have nothing," but must mean, on the contrary, "I have something," This last, you perceive, is an affirmative sentence, and signifies the same as the foregoing one, "I have not nothing." Two negatives, therefore, are equal to an affirmative. Hence,

RULE XIX.

Two negatives in the same sentence, are equivalent to an affirmative.

639. SENTENCES TO BE PARSED AND CORRECTED.

"He spends all the day in idleness, and I cannot prevail on him to do nothing.

"He cannot get no employment in town.'

"I cannot by no means consent."

"I shall not take no interest in the affair."

"I never studied no grammar."

"Be (1.) honest, nor (2.) take (3.) no shape nor semblance of disguise."

"He is so (4.) indolent, that he will not do nothing.

"I did not say nothing." "He cannot do nothing accepta-

ble to John

Remarks.—For nothing, in the above examples, read anything, in accordance with RULE XIX.

LX. What is the meaning of negative? 638. affirmative ? 638.

What is a negative sentence? 638. An affirmative one? 638. Give an example of each.

Will you name a few negative terms?

How many negatives has the phrase "I have nothing," and what does it mean? 638.

Meaning of "I have not nothing"?

How many negatives has it?
What kind of a sentence is "I have something"? 638.

What is "I have not nothing" equal to in expression? 638.

What, then, can we say of two negatives? Rule XIX.

Will you next take the exercises under Rule XIX.?

What is a noun? 4. article? 350. adjective? 363. pronoun? 381. verb? 438. participle? 498. adverb? 588. preposition? 595. conjunction? 602. interjection? 607. common noun? 301. proper noun? 302. definite article? 80. proper noun? 302. dindefinite article? 83.

How many properties in grammar have nouns? 308. How many have verbs?*

^(1.) Be agrees with thou or you understood, by Rule VII.

for now, read and.
 for now, read and.
 The is in the imperative mood, and agrees with thou or you understood, and is therefore connected to ke, according to Rule XI.
 Adverb.

^{*} Mood, tense, number, and person.

PROMISCUOUS EXERCISES IN SYNTAX. 640.

"Deep rivers move with silent majesty; but small brooks are noisy."

" Deeds are fruits; words are but

leaves."

"It is a bad horse indeed that will not carry his own provender."

"The hog never looks up to him who threshes down the a-

"Add not trouble to the griefworn heart."

"If the counsel be good, it is no matter who gives it.'

"By others' faults wise men cor-

rect their own."

"When the world says you are wise and good, ask yourself if it be true."

"Sin and misery are constant

companions.'

" Power discovers the disposition of man."

"Quarrels are easily begun, but with difficulty ended.

"Force without forecast is of little worth."

"Rome was not built in one day."

"In youth and strength think of old age and weakness."

"All are not saints who go to church."

"To say well is good, but to do well is better."

"No fear should deter us from doing good."

" Pride, perceiving Humility honorable, often borrows her cloak."

"Say what is well, but do what is better."

SENTENCES TO BE WRITTEN. 641.

Will you compose one sentence describing the business of an instructer? One, the business of a doctor? One, the business of a lawyer? One, of a dentist? One, of a surgeon? One, of a farmer? One, of a blacksmith? One, of a miller? One, of a merchant? One, of a grocer? One, of an apothecary? One, of a legislator? One, of a judge? One, of a colonel? One, of a captain? One, of a general? One, of an agent in a factory? One, of the directors of a bank?

LXI.

642. When I say, "He taught me grammar," I mean, "He taught grammar to me :" grammar, then, is the object of the verb, and me is governed by the preposition to, understood. In the first example, we have two objective cases after the verb taught; and since there are many instances like the preceding, in which transitive verbs are followed by two objective cases-hence the following

exercises?

How many participles are there?* What are they? 500, 502, 504. When is a verb active? 439. When transitive? 440. When intran-

sitive? 441. How may it be known?

Will you decline I? thou? he? she?

it ? 127.

Of what person is I? my? us? their? you? 127.

What is mood? 451. the indicative? 452. potential? 453. subjunctive? 456. infinitive? 479. imperative? 472. How many tenses has the indicative? 525. subjunctive? 526. potential? 527. infinitive? 528. imperative? 529. What

are the signs of the present tense? 519. imperfect? 520. perfect? 521. pluperfect? 522. first future? 523. second future? 524.

Will you now parse the promiscuous

Will you next take the sentences to be written?

LXI. "He taught me grammar." What does this mean? 642. What, then, is the object of the verb, and by what is grammar governed? 642. By what is me governed? 642.

How many objective cases, then, fol-

low the verb taught? 642.

RULE XX.

Two objective cases, the one of a person, and the other of a thing, may follow transitive verbs, of asking, teaching, giving, &c.; a preposition being understood.

"He taught me grammar."

Remark 1.—In the foregoing example, me and grammar are both governed by taught, according to RULE XX.

EXAMPLES IN SYNTAX.

"He taught me grammar." "William asked me some questions."

" My mother wrote me a precious letter in the month of May."

"They allowed him his seat in Congress."

"John gave me a detailed account of the whole transaction."

" My instructer gave me a valuable book, for my attention to study."

"She forbade him the presence of

the emperor."

"The French denied him the privilege of an American citizen."

LXII.

644. The natural construction of the passive voice requires the object of the active verb to become the nominative to the passive verb; as, "He taught me grammar;" "Grammar was taught me." In some few instances, just the reverse takes place; as, "I was taught grammar;" here the object, grammar, is placed after the verb: we therefore derive the following

RULE XXI.

An objective case may follow passive verbs of asking, teaching, and some others; as, "I was taught gram-

Apply to I, Rule VI.; to was taught, Rule VII.; to grammar, Rule XXI.

EXERCISES IN SYNTAX.

"John taught me music."

645.

"Music was taught me by John."

"A question was asked me."

"Theresa was forbidden the presence of the emperor."

"I was taught grammar,"

"The presence of the emperor was forbidden Theresa.

" Reading is taught in almost every school."

What rule is given for cases of this description? XX.

By what are me and grammar governed: 642. Remark 1.

Will you next parse the exercises un-

der Rule XX.? LXII. What is the natural construction of the passive voice in reference to the object? 644. Give an example. 644. Give an example where the reverse takes place. 644.

Where is the object placed? 644. "I was taught grammar." Will you

parse I? was taught? grammar?
Will you next take the exercises un-

der Rule XXI.?

LXIII.

646. When I say, "He came home last May," the sense is, when fully expressed, "He came to his home in last May," "John continued four years at the university;" that is, "during four years." "The horse ran a mile;" that is, "over the space of a mile." "John went that way;" that is, "over that way." From these facts we derive the following

RULE XXII.

Home, and nouns signifying which way, how far, how long, or time when, &c., are in the objective case; a preposition being understood.

EXERCISES IN SYNTAX.

"He came home last May."

"John continued four years at the university."

"John went home once a month." " Charles studies six hours every

"John rode that way."

"He ran a mile."

"Susan rides out every day."

"William sleeps comfortably all night."

"John was absent from home six years."

"James lived six years at Boston, twelve years at Dedham."

Note XVII.—After the words like and unlike, the preposition to or unto is frequently understood; as, "He is like his father;" that is, "like to his father." "She is unlike her sister;" that is, "unlike to her sister."

EXERCISES IN SYNTAX.

"He is like his brother."

"William, unlike his father, falsified his word."

"John behaves like a man in a violent rage."

"He is unlike any other mortal."

Note XVIII.—Nouns signifying duration, extension, quantity, quality or valuation, are in the objective case, without any governing word. The following are examples:

"The Atlantic ocean is three thousand miles (1.) wide."

"William's knife is worth eightpence, or twenty-five cents.

" For that article, which is richly worth a dollar, (2.) we cannot always get fifty cents."

"The chasm is fifty feet broad."

"The cart weighs fifteen hundred pounds."

"The wall which separates China from Tartary, commonly called the great Chinese wall, is fifteen hundred miles long, and from twenty to thirty feet in height."

Remarks.—(1.) The noun miles is governed according to Note XVIII. (2.) Apply Note XVIII.

LXIII. "He came home last May." What does this mean, when more fully expressed? 646. Will you parse home?

"John continued four years at the university." "The horse ran a mile." What do these sentences mean, when fully expressed?

Will you parse the exercises under Rule XXII.?

What is the note respecting like and unlike? XVII.

"He is like his father." father parsed? Note XVII.

Will you next take the remaining exercises under Note XVII. ?

Note XIX.—The conjunction as, after such, many, and same, is generally considered a relative pronoun; as in the following examples:

"He receives into his school as many scholars as (1.) apply."

"Our instructer, who is scrupulously exact in the execution of justice, punishes severely all such as disobey his commands,"

"He took such books as pleased

"He exhibited the same course of conduct as was once before exhibited on the same occa-

Remarks.—(1.) As is a conjunction, used here as a relative, according to the NOTE preceding; of the third person plural, masculine gender, agreeing with scholars, according to RULE V.; and in the nominative case to apply, according to RULE VI.

Note XX.—The conjunction than seems to have the force of a preposition before the relative whom, in a sentence where a comparison is made; as follows:

"Which, when Beelzebub perceived, than whom, (1.) Satan (2.) excepted, (3.) none higher

"Alfred, than whom, Solomon excepted, a wiser king never reigned, was one of the earliest English kings."

Remarks.—(1.) Whom is governed by the conjunction than, used as a preposition, according to Note XX.—(2.) Apply Rule XVII.—(3.) Participle, agreeing with Satan, by Rule XIII.—It is somewhat remarkable, that if, in the last two examples, the personal pronoun he were substituted for whom, it would be in the nominative case; as, "A wiser king never reigned than he;" that is, "than he was."

SENTENCES TO BE WRITTEN.

Will you compose a sentence having a proper example under Rule I.? II.? III.? IV.? V.? VI.? VII.? VIII.? IX.? X.? XI.? XII.? XIII.? XIV.? XV.? XVI.? XVII.? XVIII.? XIX.? XX.? XXI.? XXII.

Will you construct a sentence descriptive of the calamities arising from fire? one, on losses by sea? one, on the fatal effects of lightning? one, on the character of our forefathers? one, on each of the seasons? one, on the effects of rain? one, on the manner of making hay? one, on the appearance of soldiers when training? one, on the celebration of the fourth of July? one, on the utility of fire? one, on the utility of wood? one, on the usefulness of the cow? one, on fruit?

When is the conjunction as used as a relative pronoun? Note XIX.

Will you parse as, in the phrase "He received into his school as many scholars as applied"? Note XIX.

Will you parse the remaining exercises under this Note?

When is than considered a preposition? Note XX. Give an example.

What would be the effect of using the personal pronoun instead of the relative? Observation under Note XX. Give an example.

Will you now take the sentences to be parsed and written ?

How many articles are there? 351. Will you name them? 351. When do we use a? 87, 357. When an? 86.

What does English grammar teach? 288. How many parts of speech are there in English? 299.

What does orthography include? 291. What does it teach us? 291.

What does etymology teach? 293. What are proper nouns? 302.

What are common nouns? 301. In what manner may proper names be used as common names? 303.

How may common names be used to represent individuals? 304.

What is a collective noun? 306.

What four things belong to nouns? 308.
What is gender? 312. Masculine gender? 314. Feminine gender? 315.
Common gender? 316. Neuter gender?

LXIV. OF WORDS USED AS DIFFERENT PARTS OF SPEECH.

650. That is a relative,

When who or which may be substituted for it, and make sense; as, "The man that [who] arrived yesterday."

651. That is a demonstrative pronoun,

When it is joined with a noun to point it out; as, "That man is intelligent."

652. That is a conjunction,

In all cases when it is neither a relative nor a demonstrative pronoun; as, "He studies that he may learn."

653. But is a preposition,

When it has the sense of except; as, "All but [except] John came."

654. Bur is an adverb,

When it has the sense of only; as, "This is but [only] doing our duty."

655. But is a conjunction,

In all cases when it is neither an adverb nor preposition; as, "He called, but I refused to go."

656. As is a relative,

When it follows many, such, or same; as, "Let such as hear take heed."

657. As is an adverb,

When it is joined to an adverb or adjective in the sense of so; as, "He does as well as he can."

658. As is a conjunction,

In all cases except when it is an adverb or relative; as, "He did as I directed him."

659. Either is a conjunction,

When it corresponds to or; as, "Either the one or the other."

660. Either is a distributive pronoun,

When it means "one of the two;" as, "You can take either road."

661. Both is a conjunction,

When it is followed by and; as, "We assisted him both for his sake and our own."

How may nouns, naturally neuter, be converted into the masculine or feminine gendar? 318.

What is the feminine corresponding to bachelor? 319. How is the feminine here formed?

Will you spell the feminine corresponding to lad? king? benefactor? 319. How is the feminine here formed?

Will you spell the feminine corresponding to baron? poet? priest? Jew? rotary? tuter? hero? duke? instructer? 319.

LXIV. When is that a relative? 650. Give an example. A demonstrative pro-

noun? 651. Give an example. When a conjunction? 652. Give an example.

When is but a preposition? 653. Give an example. When an adverb? 654. Give an example. When a conjunction? 655. Give an example.

When is as a relative? 656. Give an example. When a adverb? 657. Give an example. When a conjunction? 658. Give au example.

When is either a conjunction? 659. Give an example. When a distributive pronoun? 660. Give an example.

When is both a conjunction? 661. Give an example. When an adjective pronoun? 662. Give an example.

662. Both is an adjective pronoun,

When it means "the two;" as, "Both the men are guilty."

663. YET is a conjunction,
When it follows though; as, "Though he reproves me, yet I esteem him." In all other cases, it is an adverb; as, "That event has yet to come:"

664. For is a conjunction,

When it means the same as because; as, "He trusted him, for he knew that he would not deceive him.

665. For is a preposition,

In all instances except when it is a conjunction; as, "He works for me."

666. What is a compound relative,

When it stands for "that which;" as, "I will take what [that which] you send me."

667. What is an interrogative relative pronoun,

When used in asking questions; as, "What do you want?" 668. What is an adjective pronoun,

When joined with a noun; as, "What strange things he said!"

669. What is a compound adjective pronoun,

When joined with nouns, and has the sense of two or more words, as, "In what manner he succeeded, is unknown to me;" that is, "The manner in which he succeeded, is unknown to me."

670. What is an interjection,

When used to express wonder; as, "What! take my money?"

671. THEN is a conjunction,

When it has the sense of therefore; as, "If he has commanded it, then I must obey."

672. THEN is an adverb,

When it refers to time; as, "Did you hear it thunder then?"

673. Much is a noun,

When it stands for quantity; as, "Where much is given, much will be required."

674. Much is an adjective,

When it is joined to nouns; as, "Much labor fatigues us."

675. Much is an adverb,

When it qualifies the same parts of speech that the adverb does; as, "Thou art much mightier than I."

676. More is a noun,

When it implies quantity; as, "The more we have, the more we want."

When is yet a conjunction? 663. Give an example. When an adverb? 663. Give an example.

When is for a conjunction? 664. Give an example. When a preposition? 665.

Give an example.

When is what a compound relative? 666. Give an example. When an interrogative relative pronoun? 667. Give an example. When an adjective pronoun? 668. Give an example. When a compound pronoun? 669. Give an example.

When an interjection? 670. Give an example.

When is then a conjunction? 671. Give an example. When an adverb? 672.

Give an example. When is much a noun? 673. Give an example. When an adjective? 674. Give an example. When an adverb? 675.

Give an example. When is more a noun? 676. Give an

example.

677. More and most are adjectives,

When they qualify a noun; as, "The more joy I have, the more sorrow I expect;" "Most men are mistaken in their pursuit of happiness."

678. More and most are adverbs,

When used in comparisons; as, "This boy is more obedient that :" " The soil of Cuba is most fertile."

PROMISCUOUS EXERCISES IN SYNTAX.

"They perfume their garments."

"A perfume is a sweet odor." "They rise early in the morn-

ing." "A rise sometimes signifies the

beginning."

"Rufus speaks the language of

" James performed his part well." "A well is a fountain of water."

"A well man is one who enjoys his health."

"We frequently walk in the garden.

"The Jews fast often."

"He walks very fast."

"The refuse signifies the worthless remains."

" Desert not a friend."

"Joseph's brethren came and bowed down before him." "William went after his slate."

"The man that I saw, was executed."

"That man that you met yesterday in the street, was taken and sent to Boston, that he might have an impartial trial."

"We assisted him both for your sake and our own."

"His elder brethren came before Benjamin did."

"John left after William came." "Evil communications corrupt

good manners."

"Corrupt conversation is very foolish."

" A walk in the fields in the summer season is delightful."

"A true fast is abstaining from iniquity."

"Sin is a moral evil, and the

cause of natural evils." "Protest not rashly, lest thou

have to repent of it." "A protest is a solemn declara-

tion against a thing."

"Do nothing rashly, lest thou precipitate thyself into inextricable difficulty."

" Hasty promises kept." are seldom

"Did you hear the report of the cannon then?"

"Where much is given, much will be required."

"Future time is ye't to come."

"He trusted him, for he knew that he would not deceive him."

When are more and most adjectives? 677. Give examples of each. When adverbs? 678. Give examples of each.

What is number? 5. What does the singular number denote? 8. What the plural? 10.

What nouns have the singular form only? 324. What the plural? 325. What are the same in both numbers? 326.

How is the plural number of nouns generally formed? 327.

When nouns end in ch, sh, &c., how do

they form the plural? 328.

How do those ending in for fe? 329. How is the plural formed, when the singular ends in y, with no other vowel in the same syllable? 330. What is case? 333. The nominative

case? 335. Possessive case? 337. How

formed? 338. How formed when the singular ends in ss? 341.

What does the objective case express?

Will you decline man? book? 345. chair? 345.

Will you parse the promiscuous exer-

What is an adjective? 363. What does the positive state express? Comparative? 366. Superlative? 367. How is the comparative formed in monosyllables? 369. How in more syllables than one? 370.

How do you compare the following adjectives? - good? bad? wise? little? small? virtuous? many? old? 115.

When does an adjective become a noun. in parsing? 378.

"Both the men are guilty."

"Although he reproves me, yet I esteem him."

" All but John came."

"This is but doing our duty."

"He called me, but I refused to go."

"Let such as hear take heed." "He did as I directed him."

"You may take either the one or the other."

" Either road will conduct you to

the right place." "If he has commanded it, then I must obey."

"Susan is determined to learn."

"By framing excuses he prolonged his stay."

"The man who is faithfully attached to religion may be relied on with confidence."

"James, do visit me."

"He works for me."

"He refused what was sent him." "What strange things he saw!"

"In what manner he succeeded is unknown to me."

"What! will you take my life?" "The more we have, the more

we want." "The more joy I have, the more sorrow I expect."

"The most dutiful children are the happiest children."

" Much labor fatigues me."

"Thou art much mightier than I am."

"Virtue and vice are opposites." "When John's father asked him that question, he heard him,

but refused to answer him." "The wall is sixty feet high."

"To meet our friends after a long absence affords us much joy.

LXV. CONTRACTIONS.

Of the Auxiliary HAVE, also of HAD. 680.

"They've forsaken him."

"I'd gone when you came." ney'd just returned from town." "They'd

"I've satisfied myself."

"They'd determined to let him

Of WILL and WOULD.

"I'll finish my work first."

"They'd sing songs till midnight, if they were urged."

"He is still determined that he'll not forbear."

"He'll at last mind me."

Will you name a few adjectives which have in themselves a superlative signification? 374.

What is a pronoun? 381. A personal pronoun? 382. Why called personal?

How many persons have pronouns in each number? 383. How many numbers? 384.

To which of the pronouns is gender ap-

plied ? 382. How many cases have pronouns? 384.

Will you decline I? thou? he? she?

it? 127.
What kind of a pronoun is myself? 386. How formed? 386.

What is a relative pronoun? 409. Why called relative? 408.

What is said of the relative what? 429. How ought who to be applied? 412. How which? 413. How may that be used? 415.

When are pronouns called interroga-

tive? 431. What are adjective pronouns? 390.

How many kinds of adjective pronouns are there? 391.

Which are the demonstrative? 398. Why so called? 398. The distributive? 393. Why so called? 393. The indefinite? 402. Why so called? 401. To what do this and that refer? 400.

Will you decline one? 404.

What is the rule by which pronouns agree with their antecedents? V. Which words in sentences are antecedents? 420.

What are subsequents? 431. Will you parse the exercises marked 2?

682.

"That man's rich."

"'Tis true she's dead." "I'm sorry that you have misspent your time."

Of Am and Is. "'Tis strange that she will not regard the kind assistance of her friend."

Of CANNOT and WILL NOT. 683.

"He can't endure such afflic- "He won't disobey me." "You won't mistake the directions."

"You can't be absent at such times."

684. Omissions of the Principal Verb after an Interrogative Sentence.

"Who will assist me?" "John" [will assist me].

"What sent our forefathers to this country?" "The love of liberty."

"What will make me respectable and happy?" "Virtue."

"Who taught him grammar?"
"Mr. Williams."

685. Omissions of the Principal Verb after an Auxiliary.

"Stephen will go if John will" "He received me in the same

"Susan shall walk, but John shall not." "I have recited; have you?"

manner that I would you.' "I will do it as soon as I can."

"The work is not completed, but soon will be."

686. Omissions of the Principal Verb after Than and As.

"Thomas is a better scholar than William" [is].

"He was more beloved than Cinthia, but not so much admired."

"Johnson is richer than James." "Susan is not so beautiful as

Mary." "She is more playful than her brother."

Omissions of the verb To BE. 687.

"Sweet the pleasure, rich the treasure."

" A child of freedom thou." "Sweet the music of birds." " Dear the schoolboy's sport." " Delightful task, to rear the tender thought;

To teach the young idea how to shoot."

What is a verb? 438.

What is an active verb? 439.

When is an active verb transitive? 440. When intransitive? 441. What is a passive verb? 444. How

formed? 510. How may a transitive verb be known?

154. How an intransitive? 154.

What is a neuter verb? 450. Will you next take the exercises mark-

What belong to verbs?*

How many numbers have they? How many persons?

What is mood? 451. How many are there? 481. Will you name them?
What is the indicative mood used for?
452. The potential? 453. The impera-

tive? 472. tive? 479. Subjunctive? 453. Infini-

What are participles? 498. How may the participles in ing be distinguished from other words of like termination?

How many, and which are the participles?‡ What does the present express? 500. Perfect? 502. Compound perfect?

LXV. Will you next parse the contractions? 689.

What is tense? 494. What is the present used for? 482. The perfect? Imperfect? 488. Pluperfect? 491. First future? 492. Second future? 493.

Under what circumstances do we use the present tense to denote the relative

time of a future action? 484.

[†] Three. ‡ Three—the present, perfect, and compound perfect. # Mood, tense, number and person.

688. Omissions of May, Might, Could, Would, and Should.

"Live long and be happy."

"Who will entreat the Lord that he spare our lives?"

"I could not think, nor speak,

nor hear."

reform." 689. Omissions of the Conjunction before the Verb in the Subjunctive Mood.

will assist him."

"Unless good order be restored, and the former officers be reelected, there will be an end "Were there no alternative, I to the administration of justice."

"If he will repent and reform, I "Had I improved my time as I ought to have done, I should have been well qualified for business."

"He might not weep, nor laugh,

"Should I forgive you, and allow

you to depart, you would not

nor sing."

would not do that."

690. Omissions of For after Verbs implying the idea of serving.

" Make me a pen."

"Bring me some water." "Purchase him a knife."

"Order me a carriage."

Omissions of the Interjection. "Sweet child! lovely child! thy "Thou Preserver and Creator of parents are no more."

"Sweet blossom! precious to my

all mankind."

"My beloved Ulrica! hast thou, too, forgotten me?"

692.

Omissions of the Relative.

"Several men are there come "I trust that he I desire to see so much, will speedily return." from Europe."

INVERTED SENTENCES.

The Nominative Case placed after the Verb.

"Smack went the whip, round went the wheels;

Were ever folks so glad?" "There goes a man alike distinguished for his learning and politeness."

"And in soft ringlets waved her golden hair."

In what sort of descriptions do we use . the present for the past tense? 486.

What is the conjugation of a verb? 531. What is the conjugation of an active verb styled? 532. A passive verb? 532. How many tenses has the indicative?

525. Potential? 527. Subjunctive? 523. Imperative? 529. Infinitive? 528.

What is the sign of the present indica-tive? 519. The imperfect? 520. Per-fect? 521. Pluperfect? 522. First fu-ture? 523. Second future? 524. The potential mood? 515. Infinitive? 517. Subjunctive? 516. How many persons has the imperative? 518. How many tenses? 529. How many forms has the subjunctive mood? 461. In what do they differ ? 451.

Will you now parse the omissions?

How is the passive verb formed? 510. Will you decline love in the indicative present, passive? and the verb to be in the

imperfect? Perfect? Pluperfect? First future? Second future? Present potential? Imperfect? Perfect? Pluperfect? Present subjunctive, common form? Imperfect? Perfect? Pluperfect? First fu-

ture? Second future?

In what voice, mood, tense, number and person, is "Howe"? "We love"? "They are loved"? "You are"? "I did learn"? "John was instructed"? "He was"? "They have returned"? "Have they gone?" "They have been"? "I had had"? "They had been distinguished"?

The Objective Case before the Verb.

"Tyrants no more their savage nature kept, And foes to virtue wondered how they wept."

" Me glory summons to the martial scene." "The rolls of fame I will not now

explore."

SENTENCES TO BE WRITTEN.

*Will you compose a sentence exemplifying Rule VIII.? One, Rule IX.? X.? XI.? XII.? XIII.? XIV.? Will you compose a sentence on the use of the dog? One, on the clouds? One, on night? One, on wind? One, on snow? One, on hail? One, on ice? One, on skating? One, on fishing? One, on courage? One, on cowardice? One, on filial duty? One, on indolence? One, on schools?

SENTENCES TRANSPOSED.

"Here rests his head upon the lap of earth, A youth, to fortune and to fame unknown."

Transposed.

"A youth, unknown to fortune and to fame, rests here his head upon the lap of earth."

> "When, young, life's journey I began, The glittering prospect charmed my eyes; I saw along the extended plain, Joy after joy successive rise: But soon I found 'twas all a dream, And learned the fond pursuit to shun, Where few can reach the purposed aim, And thousands daily are undone."

Transposed.

"I began life's journey when young, and the glittering prospect charmed my eyes; I saw joy after joy successive rise, along the extended plain: but soon I found it was all a dream; and learned to shun the fond pursuit, where few can reach the purposed aim, and thousands are daily undone."

> " Needful austerities our wills restrain, As thorns fence in the tender plant from harm."

Transposed.

"Needful austerities restrain our wills, as thorns fence in the tender plant from harm."

'Thou hadst been"? "You shall be taught"? "Shall I be punished?" "He shall have been"?

LXVI. Will you parse the inverted sentences? 693, &c.

sentences? 693, &c.

In what voice, mood, tense, number and person, is "Love thou"? "I may go"? "You may be regarded"? "You might he rejoiced"? "She may have been refused"? "Wo should have been"? "If I have"? "If thou have"? "If thou hast"? "To have been"? Will you give the synopsis of learn.

Will you give the synopsis of learn, through all the moods, tenses, &c., in the first person, including the participle? Learn, in like manner, in the passive? The verb to be in the same manner?

Will you give the synopsis of desire in the active voice, with the participles? Of the same in the passive? Of do in the

active? In the passive?
When is a verb called regular? 533.
When iregular? 534.
Will you repeat the present and imper-

fect tenses, also the perfect participle, of am? see? hear? do? weep? sink? swim?

Will you next take the sentences to be written?

What are auxiliary verbs? 511. How many and which are they? 512. What are defective verbs? 579.

What is an adverb? 588. Why so called? 228

"On some fond breast the parting soul relies,
Some pious drops the closing eye requires;
E'en from the tomb the voice of nature cries,
E'en in our ashes live their wonted fires."

Transposed.

"The parting soul relies on some fond breast; the closing eye requires some pious drops; the voice of nature cries, even from the tomb; and their wonted fires, live even in our ashes."

"From lofty themes, from thoughts that soared on high, And opened wondrous scenes above the sky, My Muse! descend; indulge my fond desire; With softer thoughts my melting soul inspire, And smooth my numbers to a female's praise; A partial world will listen to my lays, While Anna reigns, and sets a female name Unrivalled in the glorious lists of fame."

Transposed.

"O my Muse! descend thou from lofty themes, and from thoughts that soared on high, and opened wondrous scenes above the sky; indulge thou my fond desire; and do thou inspire my melting soul with softer thoughts, and smooth my numbers to a female's praise; a partial world will listen to my lays, while Anna reigns, and sets a female name unrivalled in the glorious lists of fame."

In what manner are adverbs compared?

What are the phrases which do the office of adverbs called? 589.

Will you name a few? 589. What is a preposition? 595.

Will you repeat the list of prepositions?

247.
What is a conjunction? 602. Conjunction copulative? 265. Why so called? 264. Conjunction disjunctive? 274.

ed? 264. Conjunction disjunctive? 274. Why so called? 271. Will you repeat the list of copulative conjunctions? 266. Of disjunctive con-

junctions? 275.

What is an interjection? 607. Why so called? 283. Mention a few? 285.

What is syntax? 296. What is a sentence? 252. A simple sentence? 253.

What is the rule for the agreement of nouns? XV. Articles? II., III. Adjectives? IV. Pronouns? V. Verbs? VII. Participles? XIII. Agreement of a verb plural with two nouns singular? XVIII. Adjective pronouns and numer als? Note.

als? Note I.

What is the rule by which a verh agrees with a noun of multitude, or collective noun? Note XVI. Rule for the objective case after a transitive verb? VIII.

What is the rule for the objective case after a preposition? X. After a participle? XIV. Rule for the adverb? IX. Rule respecting the interjections O! oh! ah! &c.? Note X.

Will you parse the sentences marked

transposed?

GENERAL OBSERVATIONS.

SYNTAX.

That part of Grammar which treats of the formation and sound of the letters, the combination of letters into syllables, and syllables into words, is called Orthography.

That part which treats of the different sorts of words, their

various changes and their derivations, is called Etymology.

That part which treats of the union and right order of words

in the formation of sentences, is called Syntax.

Grammar may be considered as consisting of two species, Universal and Particular. Universal Grammar explains the principles which are common to all languages. Particular Grammar applies those principles to a particular language, modifying them according to the genius of that tongue, and the established practice of the best writers and speakers by whom it is used.

Language, in the proper sense of the word, signifies the expression of our ideas, and their various relations, by certain articulate sounds, which are used as the signs of those ideas and relations. An articulate sound is the sound of the human voice, formed by the organs of speech.

LETTERS are the representatives of certain articulate sounds,

the elements of the language.

The letters of the English Language, called the English Alphabet, are twenty-six in number, each of which constitutes the first principle, or least part of a word.

LETTERS are divided into vowels and consonants.

A vowel is a letter that can be perfectly sounded by itself. The vowels are a, e, i, o, u, and sometimes w and y. W and y are consonants when they begin a word or syllable; but in every other situation they are vowels.

A consonant is a letter that cannot be perfectly sounded without the aid of a vowel; as, b, d, f, l. All letters except the

vowels are consonants.

Consonants are divided into mutes and semi-vowels.

The mutes cannot be sounded at all, without the aid of a vowel. They are b, p, t, d, k, and c and g hard.

The semi-vowels have an imperfect sound of themselves.

They are f, l, m, n, r, v, s, z, x, and c and g soft.

Four of the semi-vowels, namely, l, m, n, r, are called liquids, because they readily unite with other consonants, and flow, as it were, into their sounds.

A diphthong is the union of two vowels, pronounced by a sin-

gle impulse of the voice; as, oi in voice, ou in ounce.

A triphthong is the union of three vowels, pronounced in like manner; as, eau in beau, iew in view.

A proper diphthong is that in which both the vowels are sounded; as, oi in voice, ou in ounce.

An improper diphthong has but one of the vowels sounded;

as, ea in eagle, oa in boat.

A SYLLABLE is a sound, either simple or compounded, uttered by a single impulse of the voice, and constituting a word or part of a word; as, a, an, ant.

A word of one syllable is called a Monosyllable; a word of two syllables, a Dissyllable; a word of three syllables, a Trisyllable; a word of four or more syllables, a Polysyllable.

Words are articulate sounds, used by common consent as

signs of our ideas.

Words are of two sorts, primitive and derivative.

A primitive word is that which cannot be reduced to a simpler word in the language; as, man, good.

A derivative word is that which may be reduced to a simpler

word; as, manful, goodness.

The elementary sounds, under their smallest combination, produce a syllable; syllables, properly combined, produce a word; words, duly combined, produce a sentence; and sentences, properly combined, produce an oration, or discourse.

A sentence is an assemblage of words, forming complete

sense.

Sentences are of two kinds, simple and compound.

A simple sentence has in it but one subject, and one finite* verb; as, "Life is short."

A compound sentence consists of two or more simple sentences connected together; as, "Life is short, and art is long."

As sentences themselves are divided into simple and compound, so the members of sentences may be divided likewise into simple and compound members; for whole sentences, whether simple or compound, may become members of other sentences, by means of some additional connection; as in the following example: "The ox knoweth his owner, and the ass his master's crib; but Israel doth not know, my people doth not consider." This sentence consists of two compounded members, each of which is subdivided into two simple members, which are properly called clauses.

A phrase is two or more words rightly put together, making sometimes a part of a sentence, and sometimes a whole sentence.

The principal parts of a simple sentence are the subject, the attribute, and the object.

^{*} Finite verbs are those to which number and person appertain. Verbs in the infinitive mood have no respect to number and person.

The subject is the thing chiefly spoken of; the attribute is the thing or action affirmed or denied of it; and the object is the

thing affected by such action.

The nominative case denotes the subject; and usually goes before the verb or attribute; and the word or phrase denoting the object, follows the verb; as, "A wise man governs his passions." Here a wise man is the subject; governs, the attribute or thing affirmed; and his passions, the object.

Syntax principally consists of two parts, Concord and Government. Concord is the agreement which one word has with another in gender, number, case, or person. Government is that power which one part of speech has over another, in directing

its mood, tense, or case.

What is Orthography? Etymology? Syntax? How many kinds of grammar are there? What are they? What is universal grammar? Particular grammar? What is language? What is an articulate sound? What are letters? What are the letters of the English language called? What does each constitute? How are letters divided? What is a vowel? Which are they? How many do they make? When are w and y consonants? when vowels? What is a consonant? Give an example. Which letters are consonants? How are the consonants divided? What is a mute? Which are they? What is a semi-vowel? Which are they? Which of the semi-vowels are called liquids, and why? What is a diphthong? Give an example. What is a triphthong? Give an example. What is a triphthong? Give an example. What is a syllable? monosyllable? dissyllable? trisyllable? polysyllable? What are words? Of how many sorts are they? What is a primitive word? Give an example. What is a derivative word? Give an example. What does an elementary sound produce? What do syllables produce? What does an elementary sound produce? What do syllables produce? What is a simple sentence? Compound sentence? Give an example of each. How are the members of sentences divided? Give an example of each. How are the members of sentences divided? Give an example of each. How are the members of sentences divided? Give an example of each. How are the members of sentences divided? Give an example. What is a phrase? What are the principal parts of a simple sentence? What is the subject? the attribute? the object? What does the nominative case denote? and where is it usually placed in a sentence? Give an example. Of how many parts does Syntax consist? What are they? What is concord? Government?

The right construction of sentences may perhaps be best learned by correcting examples of wrong construction. Exercises in false syntax for the pupil, assisted by rules and notes to parse and correct, will therefore now be given.

The following contain all the notes and observations in Murray's large Grammar, together with all his ex-

ercises in false syntax.

RULE VII.

Corresponding with Murray's Grammar, RULE I.

A verb must agree with its nominative case in number and person.

The following are a few instances of the violation of this rule: "What signifies good opinions, when our practice is bad?" "what signify." "There's

two or three of us, who have seen the work;" "there are." "We may suppose there was more impostors than one;" "there were more." "I have considered what have been said on both sides in this controversy;" "what has been said." "If thou would be healthy, live temperately;" if thou wouldst." "Thou sees how little has been done;" "thou seest." "Though thou cannot do much for the cause, thou may and should do something;" "canst not, mayst, and shouldst." "Full many a flower are born to blush unseen;" "is born." "A conformity of inclinations and qualities prepare us for friendship;" "prepares us." "A variety of blessings have been conferred upon us;" "has been." "In piety and virtue consist the happiness of man;" "consists:" "To these precepts are subjoined a copious selection of rules and maxims;" "is subjoined."

"If thou would be healthy, live temperately." Which word is wrong in this example? In what particular, wrong? Why? What is the Rule for it? How, then, would you correct the example?—"There was more equivocators." Which word is wrong here? What correction should be made? Why?

The pupil is first to answer the questions on each Rule or Note, then to correct and parse the subsequent exercises. It is suggested to the teacher, that the pupils should direct their attention first to the Rules and exercises under them, exclusively, omitting the Notes, &c., for a review, when all may be taken in course.

"Disappointments sinks the heart of man; but the renewal of hope give consolation."

"The smiles that (1.) encourage severity of judgment hides malice and insincerity."

"He dare not act (2.) contrary (3.) to his instructions."

"Fifty pounds of wheat contains forty pounds of flour."

"The mechanism of clocks and watches were totally unknown (4.) a few centuries ago." (5.)

"The number of inhabitants in Great Britain and Ireland, do not exceed sixteen millions."

"Nothing (6.) but vain and foolish pursuits (7.) delight some persons."

"A variety of pleasing objects charm the eye."

"So (8.) much (9.) both (10.) of ability and merit (11.) are sel-

ability and merit (11.) are sed dom (12.) found."

"In the conduct of Parmenio a mixture of wisdom and folly (11.) were very (8.) conspicuous."

"He is an author (13.) of more

credit than Plutarch, (14.) or any other (15.) that (11.) write lives too (12.) hastily."

"The inquisitive (16.) and curious (11.) is generally talkative." (17.)

"Great pains has been taken to reconcile the parties."

"The sincere (16.) is always esteemed."

"Has the goods been sold to advantage? and did thou embrace the proper season?"

"There is many occasions (6.) in life, in which silence and simplicity (11.) is true wisdom."

"The generous (16.) never recounts minutely the actions they have done; nor the prudent, (7.) those (15.) they will do."

"He need not proceed (2.) in such haste."

"The business that (1.) related to ecclesiastical meetings, matters (11.) and persons, (11.) were to be ordered according (18.) to the king's direction."

^(1.) See 650. (2.) Apply Rule XII. See 480. (3.) Adjective. (4.) Rule XIII. (5.) A few centuries ago—an adverbial phrase, 589; or apply Nete XVIII., 648, to centuries, and Rule IX. to ago. (6.) Rule VI. (7.) Rule XI. (8.) 239, (9.) 673. (10.) 661. (11.) Rule XI. (12.) Adverb. (13.) Rule XV. 613, (14.) "Plutarch is." (15.) Note I. 405, and Rule XI. (16.) 378. (17.) Rule IV. (18.) 247.

"In him were happily blended true dignity with softness of

manners,"

"The support of so (1.) many (2.) of his relations, were a heavy tax (3.) upon his industry; but thou knows he paid it cheerfully."

"What (4.) avails the best sentiments (5.) if persons do not

live suitably to them?"

"Not one (6.) of them whom thou sees clothed (7.) in purple, are completely happy.

"And the fame of this person, and of his wonderful actions, were diffused (8.) throughout

the country."

"The variety of the productions of genius, like (9.) that (10.) of the operations of nature, are without limit."

"In vain (11.) our flocks and fields

increase our store,

When our abundance makes us wish (12.) for more."

"Thou shalt love thy neighbor as (13.) sincerely as (14.) thou loves thyself."

"Has thou no better reason for

censuring (15.) thy friend and companion?" (16.)

"Thou, who art the Author (17.) and Bestower (16.) of life, can doubtless restore it also: but whether thou will please to restore it, or not, that thou only knows."

"O thou my voice (18.) inspire, Who touched (19.) Isaiah's hal-

lowed lips with fire."

"Accept (20.) these grateful tears; for thee they flow;

For thee, that ever felt (21.) another's wo."

"Just to thy word, in every thought sincere;

Who knew (22.) no wish but what the world might hear."

 The infinitive mood, or part of a sentence, is sometimes put as the nominative case to the verb; as, "To see the sun is pleasant;" "To be good is to be happy;" "A desire to excel others in learning and virtue is commendable ;" "That warm climates should accelerate the growth of the human body, and shorten its duration, is very reasonable to believe;" "To be temperate in eating and drinking; to use exercise in open air, and to preserve the mind free from tumultuous emotions, are the best preservatives of health."

"To see the sun are pleasant." Which word is wrong in this example? In what particular, wrong? What is pleasant? What, then, is the nominative case to is? Is there one thing, or more than one, here spoken of, as being pleasant? Why, then, should we use is in preference to are? What is the Rule for is? (23.) Rule for "To see," or "To see the sun"? (24.)

When examples are referred to without being quoted, the teacher may read them to the pupil.

"To be temperate in eating," &c. How many things are here spoken of as being the best preservatives? Should we, then, use the singular or plural verb? Rule for it? (25.)

"To do unto all men, as we would that they, in similar circumstances, should do unto us, constitute the great principle of virtue."

"From a fear of the world's censure, to be ashamed (24.) of the practice of precepts, which the heart approves and embraces, mark a feeble and imperfect character."

(1.) 239. (2.) 378. (3.) Rule XV. 613. (4.) Rule VIII. (6.) Note I. 405, and Rule VI. (7.) Rule XIII. (8.) 510. (10.) "that variety"—Note I. 405, and Rule X. See Note XVII. 647. verbial phrase. (12.) Rule XII. 555. See 480. (13.) Adverb. junction. (15.) Participial noun. (16.) Rule XI. (17.) R. (18.) P. J. VIII. (19.) Who toucket at Adverted to the content of the (5.) Rule VI. (9.) Rule IV. (3.) Rule IV.
verbial phrase. (12.) Rule XII. 555. See 490. (13.) Adverb. (14.) Adverbial phrase. (15.) Participial noun. (16.) Rule XI. (17.) Rule XV 613. (18.) Rule VIII. (19.) "Who touchedst or didst touch." (20.) "Accept thou"—imp. mood. (21.) "didst feel." (22.) "Who knewest or didst know." (23.) Rule VII. (24.) Note XIII. 626, or Note 1, this page. (25.) Rule XVIII. "The erroneous opinions which we form concerning (1.) happiness and misery gives rise to all the mistaken (2.) and dangerous passions that embroils our life."

"To live soberly, righteously, and piously, are required of all

"That (3.) it is our duty to promote the purity of our minds and bodies, to be just (4.) and kind to our fellow creatures, and to be pious and faithful to Him that made us, admit not of any doubt in a rational and well (5.) informed mind."

"To be of a pure and humble mind, to exercise benevolence towards others, to cultivate piety towards God, is the sure means (6.) of becoming peaceful and happy."

"It is an important truth, that religion, vital religion, the religion of the heart, are the most powerful auxiliaries of reason, in waging war with the passions, and promoting that sweet composure which constitute the peace of God."

"The possession of our senses entire, of our limbs uninjured, of a sound understanding, of friends and companions, are often overlooked; though it would be the ultimate wish (6.) of many, who, as far as we can judge, deserves it as

much as ourselves."

"All (7.) that make a figure on the great theatre of the world, the employments of the busy, the enterprises of the ambitious, and the exploits of the warlike; the virtues which forms the happiness, and the crimes which occasions the misery of mankind; originates in that silent and secret recess of thought, which are hidden from every human eye."

2. Every verb, except in the infinitive mood, or the participle, ought to have a nominative case, either expressed or implied; as, "Awake; arise;" that is,

"Awake ye; arise ye."
We shall here add some examples of inaccuracy, in the use of the verb without its nominative case. "As it hath pleased him of his goodness to give you safe deliverance, and hath preserved you in the great danger," &c. The verb hath preserved has here no nominative case, for it cannot be properly supplied by the preceding word, him, which is in the objective case. It ought to be, "and as he hath preserved you;" or rather, "and to preserve you." "If the calm in which he was born, and lasted so long, had continued;" "and which lasted," &c. "These we have extracted from an historian of undoubted credit, and are the same that were practised," &c.; "and they are the same." "A man whose inclinations led him to be corrupt, and had great abilities to manage the business;" "and who had," &c. "A cloud gathering in the north; which we have helped to raise, and may quickly break in a storm upon our heads ;" " and which may quickly."

"As it hath pleased," &c. What correction should be made in this example? Why? Recite the Note.

'If the privileges to which he has an undoubted right, and he has long enjoyed, should now be wrested from him, (8.) would be flagrant injustice."

"These curiosities we have imported from China, and are similar to those which were some time ago brought from Africa."

"Will martial flames forever fire

thy mind, And never, never (9.) be to heaven resigned?"

III. (3.) Conjunction. (6.) Rule XV. (7.) on. (4.) "just persons." (7.) Note I. 405, Rule VI. (1.) Preposition. Rule IV. (5.) (2.) Rule XIII. Rule IV. (5.) Adverb. (6.) Rule XV. (8) "it would." (9.) "And wilt thou never be?"

3. Every nominative case, except the case absolute, and when an address is made to a person, should belong to some verb, either expressed or implied; as, "Who wrete this book?" "James;" that is, "James wrote it." "To whom thus Adam," that is, "spoke."

One or two instances of the improper use of the nominative case, without

any verb, expressed or implied, to answer it, may be sufficient to illustrate the

usefulness of the preceding observations.

"Which rule, if it had been observed, a neighboring prince would have wanted a great deal of that incense which hath been offered up to him." The pronoun it is here the nominative case to the verb observed; and which rule is lett by itself, a nominative case without any verb following it. This form of expression, though improper, is very common. It ought to be, "If this rule had been observed," e.c. "Man, though he has great variety of thoughts, and such from which others as well as himself might receive profit and delight, yet they are all within his own breast." In this sentence, the nominative man stands alone, and unconnected with any verb, either expressed or implied. It should be, "Though man has great variety," &c.

"Which rule, if it," &c. What is the nominative case to observed? Has the noun rule any verb following it, to which it may be the nominative case? Is this form of expression much used? Is it not proper? What correction should be made? Why? Recite the Note.

" (1.) Two substantives, when they come together, and do not signify the same thing, the former (2.) must be in the genitive case."

"Virtue, however it may be neglected for a time, men are so constituted as ultimately to acknowledge and respect genuine merit."

4. When a verb comes between two nouns, either of which may be understood as the subject of the affirmation, it may agree with either of them; but some regard must be had to that which is more naturally the subject of it, as also to that which stands next to the verb; as, "His meat was locusts and wild honey;" "A great cause of the low state of industry were the restraints put upon it;" "The wages of sin is death."

"The wages of sin is death," or, "Death is the wages of sin." What is the nominative case to is? Is this nominative, in the first example, before or after is? What is the rule for wages? (3.) Recite the Note. What do you mean by the subject of the affirmation? (4.)

"The crown of virtue is peace "His chief occupation and enand honor." joyment were controversy."

5. When the nominative case has no personal tense of a verb, but is put before a participle, independently on the rest of the sentence, it is called the case absolute; as, "Shame being lost, all virtue is lost;" "That having been

discussed long ago, there is no occasion to resume it."

As, in the use of the case absolute, the case is, in English, always the nominative, the following example is erroneous, in making it the objective. "Solomon was of this mind; and I have no doubt he made as wise and true proverbs, as any body has done since; him only excepted, who was a much greater and wiser man than Solomon." It should be, "he only excepted." What is the rule for the case absolute? (5.) "He only excepted." Which

word is wrong in this example ? In what particular, wrong ? What correc-

tion should be made ?

^{(1.) &}quot;When two substantives come together." (3.) Rule XV. 613. (4.) The nominative case.

^{(2.) &}quot;the first of them." (5.) Rule XVII. 623.

5.

- " Him destroyed, Or won to what (1.) may work his utter loss,

All this (2.) will soon follow." -" Whose gray top Shall tremble, him descending.

The nominative case is commonly placed before the verb; but sometimes it is put after the verb, if it is a simple tense; and between the auxiliary and

the verb or participle, if a compound tense; as,

1st. When a question is asked, a command given, or a wish expressed;
as, "Confidest thou in me?" "Read thou!" "Mayst thou be happy!"

"Long live the king!"

2d. When a supposition is made without the conjunction if; as, "Were it not for this;" "Had I been there."

3d. When a verb neuter is used; as, "On a sudden appeared the king,"
4th. When the verb is preceded by the adverbs here, there, then, thence, hence, thus, &c.; as, "Here am I;" "There was he slain;" "Then cometh the end;" "Thence ariseth his grief;" "Hence proceeds his anger;" "Thus was the affair settled."

5th. When a sentence depends on neither or nor, so as to be coupled with another sentence; as, "Ye shall not eat of it, neither shall ye touch it, lest ye

Some grammarians assert, the phrases as follows, as appears, form what are called impersonal verbs; and should, therefore, be confined to the singular number; as, "The arguments advanced were nearly as follows;" "The positions were as appears incontrovertible;" that is, "as it follows," "as it appears." If we give (say they) the sentence a different turn, and, instead of as, say such as, the verb is no longer termed impersonal; but properly agrees with its nominative, in the plural number; as, "The arguments advanced were nearly such as follow," "The positions were such as appear incontrovertible."*

They who doubt the accuracy of Horne Tooke's statement, "That as, however and whenever used in English, means the same as it, or that, or which;" and who are not satisfied whether the verbs, in the sentence first mentioned, should be in the singular or the plural number, may vary the form of expression. Thus, the sense of the preceding sentences may be conveyed in the following terms:—"The arguments advanced were nearly of the following nature;" "The following are nearly the arguments which were advanced;" "The arguments advanced were nearly those which follow;" "It appears that the positions were incontrovertible;" "That the positions were incontrovertible is apparent;" "The positions were incontrovertible is apparent;" "The positions were apparently incontrovertible."

Where is the nominative case usually placed? Mention a few instances in which the nominative follows the verb. What do some grammarians say of the phrases as follows, as appears? What is Dr. Campbell's opinion concerning them ?

(1.) "that which." 437. (2.) Note I. 405.

^{*} These grammarians are supported by general usage, and by the authority of an eminent critic on language and composition. "When a verb is used impersonally," emment critic on language and composition. "When a verb is used impersonally," says Dr. Campbell, in his Philosophy of Rhetoric, "it ought undoubtedly to be in the singular number, whether the neuter pronoun be expressed or understood." For this reason, analogy and usage favor this mode of expression; "The conditions of the agreement were as follows," and not "as follows." A few late writers have inconsiderately adopted this last form, through a mistake of the construction. For the same reason, we ought to say, "I shall consider his censures so far only as concerns my friend's conduct," and not "so far as concern."

RULE XVIII.

Corresponding with Murray's Grammar, RULE II.

Two or more nouns or pronouns of the singular number, connected together by AND, either expressed or understood, must have verbs, nouns and pronouns agreeing with them in the plural number.

This rule is often violated; some instances of which are annexed. "And so was also James and John, the sons of Zebedee, who were partners with Simon;" "and so were also." "All joy, tranquillity and peace, even for ever and ever, doth dwell;" "dwell for ever." "By whose power all good and evil is distributed;" "are distributed." "Their love, and their hatred, and their envy, is now perished;" "are perished." "The thoughtless and intemperate enjoyment of pleasure, the criminal abuse of it, and the forgetfulness of our being accountable creatures, obliterates every serious thought of the proper business of life, and effaces the sense of religion and of God;" it ought to be, "obliterate" and "efface."

"All joy, tranquillity, &c., doth dwell." Which word is wrong in this example? In what particular, wrong? What correction, then, should be made? Why? Recite the Rule.

"Idleness and ignorance is the parent of many vices."
"Wisdom, virtue, happiness,

"Wisdom, virtue, happiness, "dwells with the golden mediocrity."

"In unity consists the welfare and security of every society."

"Time and tide waits for no

man.'

"His politeness and good disposition was, on failure of their effect, entirely changed."

"Patience and diligence, like (1.) faith, (2.) removes mountains."

tains.

"Humility and knowledge, with poor apparel, excels pride and ignorance under costly attire."

"The planetary system, boundless space, and the immense ocean, affects the mind with sensations of astonishment."

"Humility and love, whatever
(3.) obscurities may involve
religious tenets, constitutes
the essence of true religion."

"Religion and virtue, our best support (4.) and highest honor, confers on the mind principles of noble independence."

"What (5.) signifies the counsel and care of preceptors, when youth think they have no (6.) need of assistance?"

1. When the nouns are nearly related, or scarcely distinguishable in sense, and sometimes even when they are very different, some authors have thought it allowable to put the verbs, nouns and pronouns in the singular number; as, "Tranquillity and peace dwells there;" "Ignorance and negligence has produced the effect;" "The discomfiture and slaughter was very great." But it is evidently contrary to the first principles of grammar, to consider two distinct ideas as one, however nice may be their shades of difference; and if there be no difference, one of them must be superfluous, and ought to be rejected.

To support the above construction, it is said, that the verb may be understood as applied to each of the preceding terms; as in the following example: "Sand, and salt, and a mass of iron, is easier to bear than a man without understanding." But besides the confusion, and the latitude of application, which

^(1.) Adverb. (4.) Rule XV.

^(2.) Rule X. See Note XVII, 647, (5.) Rule VIII.

such a construction would introduce, it appears to be more proper and analogical, in cases where the verb is intended to be applied to any one of the terms, to make use of the disjunctive conjunction, which grammatically refers the verb to one or other of the preceding terms, in a separate view. To preserve the distinctive uses of the copulative and disjunctive conjunctions, would render the rules precise, consistent and intelligible. Dr. Blair very justly observes, that "two or more substantives, joined by a copulative, must always require the verb or pronoun to which they refer, to be placed in the plural number."

"Tranquillity and peace dwells there." What dwells? Is it not, then, a violation of Rule XVIII. to use dwells in the singular number? When do some writers think it allowable to put the verbs, nouns and pronouns in the singular number? Is this usage grammatical? In what does the incorrectness consist? It there be no difference in the meaning of terms, are both necessary? What ought to be done with the superfluous one? How do some attempt to support the above construction? How would they read, on this principle, the example beginning with, "Sand, and salt, and a mass of iron, is easier," &c.? (1.) In examples like the last, what conjunction can we substitute in the place of and, which will better express the sense? What does Dr. Blair say on this subject ?

self-complacency require correction.

"Luxurious living, and high pleasures, begets a languor and satiety that destroys all enjoyment."

"Much does human pride and "Pride and self-sufficiency stifles sentiments of dependence on our Creator; levity and attachment to worldly pleasures destroys the sense of gratitude to him."

2. In many complex sentences, it is difficult for learners to determine, whether one or more of the clauses are to be considered as the nominative case; and, consequently, whether the verb should be in the singular or the plural number. We shall, therefore, set down a number of varied examples of this nature, which may serve as some government to the scholar with respect to sentences of a similar construction. "Prosperity, with humility, renders its possessor truly amiable." "The ship, with all her furniture, was deder's its possessor truly amiable." "The sinp, with all her furnitire, was destroyed." "Not only his estate, his reputation too has suffered by his misconduct." "The general, also, in conjunction with the officers, has applied for redress." "He cannot be justified; for it is true, that the prince, as well as the people, was blameworthy." "The king, with his life-guard, has just passed through the village." "In the mutual influence of body and soul, there is a wisdom, a wonderful wisdom, which we cannot fathom." "Virtue, honor, nay, even self-interest, conspire to recommend the measure." "Patriotism, and the surface of the constraints of the constraints of the constraints of the constraints. morality, every public and private consideration, demand our submission to just and lawful government." "Nothing delights me so much as the works of nature."

In support of such forms of expression as the following, we see the authority of Hume, Priestley, and other writers; and we annex them for the reader's consideration: "A long course of time, with a variety of accidents and circumstances, are requisite to produce those revolutions." "The king, with the lords and commons, form an excellent frame of government." "The side A, with the sides B and C, compose the triangle." "The fire communicated it. self to the bed, which, with the furniture of the room, and a valuable library, were all entirely consumed." It is, however, proper to observe, that these modes of expression do not appear to be warranted by the just principles of construction. The words, "A long course of time," "The king," "The side A," and "which," are the true nominatives to the respective verbs. In the last example, the word all should be expunged. As the preposition with governs the objective case in English, and, if translated into Latin, would govern

^{(1.) &}quot;Sand is easier, and salt is easier, and a mass of iron is easier," &c.

the ablative case, it is manifest, that the clauses following with, in the preceding sentences, cannot form any part of the nominative case. They cannot be at the same time in the objective and the nominative cases. The following sentence appears to be unexceptionable, and may serve to explain the others: "The lords and commons are essential branches of the British constitution: the king, with them, forms an excellent frame of government."*

"The side A, with the sides B and C, compose the triangle." In this sentence, what is the nominative case to compose? Should the verb, then, be singular or plural? What difficulty is mentioned in the beginning of this Note?

"Good order in our affairs, not mean savings, produce great

profits."

"The following treatise, together with those that accompany it, were written many years ago, for my own private satisfaction."

"That great senator, in concert with several other eminent persons, were the projectors (1.) of the revolution.

"The religion of these people, as well as their customs and manners, were strangely mis-

represented."

" Virtue, joined to knowledge and wealth, confer great influence and respectability. But knowledge, with wealth united, if virtue is wanting, have

a very limited influence, and are often despised."

"That superficial scholar and critic, like some renowned critics of our own, have (2.) furnished most decisive proofs that they (3.) knew not the characters of the Hebrew lan-

guage."

"The buildings of the institution have been enlarged; the expense of which, added (4.) to the increased price of provisions, render it necessary to advance the terms of admission."

"One, added to nineteen, make

twenty."

"What (5.) black despair, what horror, fills his mind!'

3. If the singular nouns and pronouns, which are joined together by a copulative conjunction, be of several persons, in making the plural pronouns agree with them in person, the second person takes place of the third, and the first of both; as, "James, and thou, and I, are attached to our country;" "Thou and he shared it between you."

"James, and thou, and I, am attached to our country." What is wrong in this example? In what particular, wrong? What correction should be made? Why? "Thou and he shared it between him." Will you correct this example? Why use you instead of him? Will you repeat the Note?

"Thou, and the gardener, and the huntsman, must share the blame of this business amongst them."

"My sister and I, as well as my brother, are daily employed in their respective occupa-

^{*} Though the construction will not admit of a plural verb, the sentence would certainly stand better thus: "The king, the lords, and the commons, form an excellent constitution."

(1.) Rule XV. 613. (2.) 632. Exception 1. (3.) "he knew."
(4.) Rule XIII. 557. (5.) 434.

RULE XXIII.

Corresponding with Murray's Grammar, RULE III.

The conjunction disjunctive has an effect contrary to that of the conjunction copulative; for as the verb, noun, or pronoun, is referred to the preceding terms taken separately, it must be in the singular number; as, "Ignorance or negligence has caused this mistake;" "John, James, or Joseph, intends to accompany me;" "There is, in many minds, neither knowledge nor understanding."

The following sentences are variations from this rule: "A man may see a metaphor or an allegory in a picture, as well as read them in a description;" "read it." "Neither character nor dialogue were yet understood;" "was yet." "It must indeed be confessed, that a lampoon or a satire do not carry in them robbery or murder;" "does not carry in it." "Death, or some worse misfortune, soon divide them;" it ought to be, "divides."

"Neither character nor dialogue were yet understood." What is wrong in this example? Why? Will you correct it? What is the Rule for this correction?

"Man's happiness or misery are, in a great measure, put into his own hands."

"Man is not such a machine as a clock or a watch, which move merely as they are moved."

"Despise no infirmity of mind or body, nor any condition of life; for they are, perhaps, to be your own lot."

"Speaking impatiently to servants, or anything that betrays inattention or ill-humor, are certainly criminal."

"There are many faults in spelling, which neither analogy nor pronunciation justify."

"When sickness, infirmity, or reverse of fortune affect us, the sincerity of friendship is proved."

"Let (1.) it be remembered, (2.) that (3.) it is not the uttering, or the hearing of certain words, that constitute the worship of the Almighty."

"A tart reply, a proneness to rebuke, or a captious and contradictious spirit, are capable of imbittering (4.) domestic life, (5.) and of setting friends at variance."

1. When singular pronouns, or a noun and pronoun of different persons, are disjunctively connected, the verb'must agree with that person which is placed nearest to it; as, "I or thou art to blame;" "Thou or I am in fault;" "I, thou, or he, is the author of it;" "George or I am the person." But it would be better to say, "Either I am to blame, or thou art," &c.

"I or thou am to blame." How should this be altered? What is the Rule

"Either (6.) thou or I art greatly "I or thou am the person (7.) mistaken, in our judgment on this subject."

who must undertake the business proposed."

^(1.) Imperative mood, agreeing with thou or you understood, by Rule VI.
2.) Infinitive, 483. (3.) Conjunction. (4.) Rule X. (5.) Rule XIV. 560. (2.) Infinitive, 480. (6.) 659. (7.) Rule XV. 613.

2. When a disjunctive occurs between a singular noun, or pronoun, and a plural one, the verb is made to agree with the plural noun and pronoun; as, "Notther poverty nor riches were injurious to him;" "I or they were offended by it." But in this case, the plural noun or pronoun, when it can conveniently be done, should be placed next to the verb.

"I or they was offended." What is wrong in this example? What is the Rule for the correction ?

"Both (1.) of the scholars, or one of them at least, was present at the transaction."

" Some parts of the ship and cargo were recovered; but neither (2.) the sailors nor the captain was saved." "Whether one person or more was concerned in the business, does not appear."

"The cares of this life, or the deceitfulness of riches, has choked the seeds of virtue in many a promising (3.) mind."

NOTE XVI.

Corresponding with Murray's Grammar, RULE IV.

A verb in the plural will agree with a collective noun in the singular, when a part only of the individuals are meant; as, "The council were divided in their sentiments." When the noun expresses the idea of unity, the verb should be singular; as, "The council was composed wholly of farmers."

We ought to consider whether the term will immediately suggest the idea of the number it represents, or whether it exhibits to the mind the idea of the whole, as one thing. In the former case, the verb ought to be plural; in the latter, it ought to be singular. Thus, it seems improper to say, "The peasantry goes barefoot, and the middle sort makes use of wooden shoes." It would be better to say, "The peasantry go barefoot, and the middle sort make use," &c., because the idea, in both these cases, is that of a number. On the contrary, there is a harshness in the following sentences, in which nouns of number have verbs plural, because the ideas they represent seem not to be suffi-ciently divided in the mind: "The court of Rome were not without solicitude." "The house of commons were of small weight." "The house of lords were so much influenced by these reasons." "Stephen's party were entirely broken up by the captivity of their leader." "An army of twenty-four thousand were assembled." "What reason have the church of Rome for proceeding in this assembled." "What reason have the church of Rome for proceeding in this manner?" "There is indeed no constitution so tame and careless of their own defence."—"All the virtues of mankind are to be counted upon a few fingers, but his follies and vices are innumerable." Is not mankind, in this place, a noun of multitude, and such as requires the pronoun referring to be in the plural number, their?

"The peasantry goes barefoot," &c. What correction is necessary in this example? Why?

"The people rejoices in that which should give it sorrow."

"The flock, and not the fleece, are, or ought to be, the objects of the shepherd's care." "The court have just ended, after having sat through the trial of a very long cause."

"The crowd were so great, that the judges with difficulty made their way through them."

"The corporation of York consist of a mayor, aldermen, and a common council."

"The British parliament are composed of king, lords and com-

mons."

"When the nation complain, the rulers should listen to their voice."

"In the days of youth, the multitude eagerly pursues pleasure as its chief good."

"The church have no power to inflict corporal punishment."

"The fleet were seen sailing (1.) up the channel."

"The regiment consist of a thousand (2.) men."

"The meeting have established several salutary regulations."

"The council was not unanimous, and it separated without coming (3.) to any determination."

"The fleet is all arrived and moored (4.) in safety."

"This people draweth near to me with their mouth, and honoreth me with their lips, but their heart is far from me."

"The committee was divided in its sentiments, and it has referred the business to the gen-

eral meeting."

"The committee were very full when this point was decided; and their judgment has not been called in question."

"Why (6.) do this generation wish for greater evidence, when so much (5.) is already

given?"

"The remnant of the people were persecuted with great severity."

"Never were any people so (6.) much (6.) infatuated (7.) as the Jewish nation."

"The shoal of herrings were of

an immense extent."

"No society are chargeable with the disapproved (8.) misconduct of particular members."

RULE V.

Corresponding with Murray's Grammar, RULE V.

Pronouns must agree with the nouns for which they stand, in gender, number and person.

Of this rule there are many violations to be met with; a few of which may be sufficient to put the learner on his guard. "Each of the sexes should keep within its particular bounds, and content themselves with the advantages of their particular districts:" better thus; "The sexes should keep within their particular bounds," &c. "Can any one, on their entrance into the world, be fully secure that they shall not be deceived?" "on his entrance," and "that he shall." "One should not think too favorably of ourselves;" "of one's self." "He had one acquaintance which poisoned his principles;" "who poisoned."

Every relative must have an antecedent to which it refers, either expressed or implied; as, "Who is fatal to others, is so to himself;" that is, "the man

who is fatal to others."

Who, which, what, and the relative that, though in the objective case, are always placed before the verb; as are also their compounds, whoever, whosever, &c.; as, "He whom ye seek;" "This is what, or the thing which, or that you want;" "Whomsoever you please to appoint."

What is sometimes applied in a manner which appears to be exceptionable; as, "All fevers, except what are called nervous," &c. It would at least be

better to say, "except those which are called nervous."

"One should not think too favorably of ourselves." How should this sentence be altered? What is the Rule for it? Are the relatives placed before or after the verb?

^(1.) Rule XIII. (2.) Note I. 405. (3.) 561. (4.) Rule XI. (5.) 673. (6.) Adverb. (7.) "were infatuated." (8.) Rule XIII.

The exercise of reason appears as (1.) little (2.) in these sportsmen, as in the beasts whom they sometimes hunt, and by whom they are sometimes hunted."

"They which seek Wisdom will

certainly find her."

"The male amongst birds seems to discover no beauty, but in the color of its species."

"Take handfuls of ashes of the furnace, and let Moses sprinkle it towards heaven, in the sight of Pharaoh; and it shall become small dust."

"Rebecca took goodly raiment, which were with her in the house, and put them upon

Jacob.

"The wheel killed another man, which is the sixth which have lost their lives by this means."

"The fair sex, whose task is not to mingle in the labors of public life, has its own part assigned it to act."

"The Hercules man-of-war foundered at sea; she overset, and lost most (3.) of her men."

"The mind of man cannot be long without some food to nourish the activity of his thoughts." "What is the reason that our language is less refined than those of Italy, Spain, or France?"

"I do not think any one should incur censure for being (4.) tender (5.) of their reputa-

tion."

"Theu who hast been a witness (6.) of the fact, can give an

account of it."

"In religious concerns, or what (7.) is conceived to be such, (8.) every man must stand or fall by the decision of the great Judge."

"Something like (9.) what (10.) have been here premised, are the conjectures of Dryden."

"Thou great First Cause, (11.) least understood! (12.)

Who all my sense confined, (13.) To know but this, that thou art

And that myself (11.) am blind. Yet gave (14.) me in this dark

estate," &c.
"What (6.) art thou, (11.) speak, that, (15.) on designs un known, (16.)

While others sleep, thus range (17.) the camp alone?"

1. Personal pronouns, being used to supply the place of the noun, are not employed in the same part of a sentence as the noun which they represent; for it would be improper to say, "The king he is just;" "I saw her the queen;" "The men they were there;" "Many words they darken speech;" "My banks they are furnished with bees." These personals are superfluous, as there is not the least occasion for a substitute in the same part where the principal word is present. The nominative case they, in the following sentence, is also superfluous: "Who, instead of going about doing good, they are perpetually intent upon doing mischief."

"The king he is just." Will you correct this sentence, and tell why it is

wrong?

"Whoever (18.) entertains such an opinion, he judges erroneously."

"The cares of this world, they

often choke the growth of virtue."

" Disappointments and afflictions, however disagreeable, they often improve us."

2. The pronoun that is frequently applied to persons as well as to things; out after an adjective in the superlative degree, and after the pronominal ad-

X. (2.) Adverb. (3.) 676. (4.) 561. (5.) Rule IV. (7.) "those which." 437. (8.) "such concerns," Rule IV. (10.) Rule VI. and X. Note XVII. (11.) Rule XV. (12.) Rule (13.) "confinedst." (14.) "gavest." (15.) Conjunction III. (17.) "dost range." (18.) "He who." (4.) 561. (5.) Rule IV. (8.) "such concerns," Rule IV. (11.) Rule XV. (12.) Rule Rule IX. (6.) Rule XV. (16.) Rule XIII.

jective same, it is generally used in preference to who or which; as, "Charles XII. king of Sweden, was one of the greatest madmen that the world ever saw;" "Catiline's followers were the most profligate that could be found in any city;" "He is the same man that we saw before." There are cases wherein we cannot conveniently dispense with this relative as applied to persons: as, first, after who, the interrogative; "Who, that has any sense of religion, would have argued thus?" Secondly, when persons make but a part of the antecedent; "The woman, and the estate, that became his portion, were too much for his moderation." In neither of these examples could any other relative have been used.

To what is the pronoun that applied? and when is it used in preference to who or which? (416.1, 2, 3, 4, 5.) Give an example.

9

"Moses was the meekest man whom we read of in the Old Testament."

"Humility is one of the most amiable virtues which we can possess."

"They are the same persons who assisted us yesterday."

"The men and things which he has studied, have not improved his morals."

3. The pronouns whichsoever, whosoever, and the like, are elegantly divided by the interposition of the corresponding substantives: thus, "On whichsoever side the king cast his eyes," would have sounded better, if written, "On which side soever," &c.

Will you give an example in which the compound pronoun which soever may be divided with propriety?

3

"Howsoever beautiful they appear, they have no real merit"

"In whatsoever light we view him, his conduct will bear inspection."

"On whichsoever side they are contemplated, they appear to advantage."

"However much he might de spise the maxims of the king's administration, he kept a total silence on that subject."

4. Many persons are apt, in conversation, to put the objective case of the personal pronouns, in the place of these and those; as, "Give me them books," instead of "those books." We may sometimes find this fault even in writing; as, "Observe them three there." We also frequently meet with those instead of they, at the beginning of a sentence, and where there is no particular reference to an antecedent; as, "Those that sow in tears, sometimes reap in joy;" "They that, or they who sow in tears."

It is not, however, always easy to say, whether a personal pronoun or a demonstrative is preferable, in certain constructions. "We are not unacquainted with the calumny of them [or those] who openly make use of the warmest

professions."

"Give me them books." Why is this sentence incorrect?

4.

"Which of them two persons has most distinguished himself?" "None (1.) more impatiently suf-

fer injuries, than those (2.) that are most (3.) forward in doing (4.) them. (5.)

5. In some dialects, the word what is improperly used for that, and sometimes we find it in this sense in writing; "They will never believe but what I have been entirely to blame." "I am net satisfied but what," &c., instead of "but that." The word somewhat, in the following sentence, seems to be used improperly: "These punishments seem to have been exercised in somewhat

(1.) Rule VI. (2.) Note I. 405. (3.) 677. (4.) 561. (5.) Rule XIV.

an arbitrary manner." Sometimes we read, "In somewhat of." The meaning is, "in a manner which is, in some respects, arbitrary."

Will you give an example of the improper use of what instead of that?

"He would not be persuaded but what (1.) I was greatly in

"These commendations of his children appear to have been made in somewhat (2.) an injudicious manner."

6. The pronoun relative who is so much appropriated to persons, that there is generally harshness in the application of it, except to the proper names of persons, or the general terms man, woman, &c. A term which only implies the idea of persons, and expresses them by some circumstance or epithet, will hardly authorize the use of it; as, "That the faction in England who most powerfuly opposed his arbitrary pretensions." "That faction which," would have been better; and the same remark will serve for the following examples: "France, who was in alliance with Sweden." "The court who," &c. "The cavalry who," &c. "The cities who aspired at liberty." "That party among us who," &c. "The family whom they consider as usurpers." In some cases, it may be doubtful, whether this pronoun is properly applied

or not; as, "The number of substantial inhabitants with whom some cities abound." For when a term directly and necessarily implies persons, it may in many cases claim the personal relative. "None of the company whom he most affected could cure him of the melancholy under which he labored." The

word acquaintance may have the same construction.

How is the relative who used?

- "He instructed and fed the crowds who (3.) surrounded
- "Sidney was one of the wisest and most active governors, which Ireland had enjoyed for several years."

"He was the ablest minister which James ever possessed."

"The court, who gives currency to manners, ought to be exemplary." (4.)

"I am happy in the friend which I have long proved."

7. We hardly consider little children as persons, because that term gives us the idea of reason and reflection; and, therefore, the application of the personal relative who, in this case, seems to be harsh: "A child who." It is still more improperly applied to animals: "A lake frequented by that fowl whom nature has taught to dip the wing in water."

Do we say, "A child who," or "A child which"? Will you repeat the Note for this?

- "The child whom we have just "He is like (4.) a beast (5.) of seen, is wholesomely fed, and not injured by bandages or clothing.'
 - prey, who destroys without pity."
- 8. When the name of a person is used merely as a name, and it does not refer to the person, the pronoun who ought not to be applied. "It is no wonder if such a man did not shine at the court of queen Elizabeth, who was but another name for prudence and economy." Better thus: "whose name was but another word for prudence," &c. The word whose begins likewise to be restricted to persons; yet it is not done so generally, but that good writers, even in prose, use it when speaking of things. The construction is not, however, generally pleasing, as we may see in the following instances: "Pleasure, whose nature," &c. "Call every production, whose parts and whose nature." &c.

(1.) "that." Conjunction. (2.) "in a manner which is, in some respects, inju-(4.) Rule IV. (5.) Rule X. Note XVII. dicious." (3.) " that."

In one case, however, custom authorizes us to use which, with respect to persons; and that is, when we want to distinguish one person of two, or a particular person among a number of others. We should then say, "Which of the two," or "Which of them is he or she?"

"The court of queen Elizabeth, who," &c. Will you correct this sentence. and give the Note for it?

" Having once disgusted (1.) him, he could never regain the favor of Nero, who was indeed

another name for cruelty." "Flattery, whose nature (2.) is to deceive and betray, should be avoided as the poisonous adder."

"Who of those men came to his

assistance?'

9. As the pronoun relative has no distinction of number, we sometimes find an ambiguity in the use of it; as, when we say, "The disciples of Christ, whom we imitate," we may mean the imitation either of Christ, or of his disciples The accuracy and clearness of the sentence depend very much upon the proper and determinate use of the relative, so that it may readily present its antecedent to the mind of the hearer or reader, without any obscurity or ambiguity.

What is remarked in this Note on the use of the relative pronoun?

"The king (3.) dismissed his minister without any inquiry; who had never before committed so unjust an action."

"There are millions of people in the empire (4.) of China, whose support is derived almost entirely from rice."

10. It is and it was are often, after the manner of the French, used in a plural construction, and by some of our best writers; as, "It is either a few great men who decide for the whole, or it is the rabble that follow a seditious ring-leader;" " It is they that are the real authors, though the soldiers are the actors of the revolution;" "It was the heretics that first began to rail," &c.; "'Tis these that early taint the female mind." This license in the construction of it is, (if it be proper to admit it at all,) has, however, been certainly abused in the following sentence, which is thereby made a very awkward one: "It is wonderful the very few accidents, which, in several years, happen from this practice."

How are it is and it was often used? Give an example in which they are used incorrectly in this sense.

"It is remarkable his continual "It is indisputably true his asserendeavors to serve us, notwithstanding our ingratitude." (5.)

tion, though it is a paradox."

11. The interjections O! oh! and ah! require the objective case of a pronoun in the first person after them; as, "O me! Oh me! Ah me!" but the nominative case in the second person; as, "O thou persecutor!" "O ye hypocrites!" "O thou who dwellest," &c.

The neuter pronoun, by an idiom peculiar to the English language, is frequently joined, in explanatory sentences, with a noun or pronoun of the masculine or feminine gender; as, "It was I;" "It was the man or woman that

did it."

The neuter pronoun it is sometimes omitted and understood: thus we say, "As appears, as follows," for "As it appears, as it follows;" and "May be," for " It may be."

^{(1.) &}quot;Having disgusted." Rule XIII. (2.) "the nature of which." (3.) "The king, who had never," &c. (4.) "There are in the empire," &c. (5.) "His continual," &c.; ending the sentence with, "are remarkable." (6.) "His assertion, though paradoxical," &c.

The neuter pronoun it is sometimes employed to express,

1st. The subject of any discourse or inquiry; as, "I happened on a summer's day;" "Who is it that calls on me i".

2d. The state or condition of any person or thing; as, "How is it with 3d. The thing, whatever it be, that is the cause of any effect or event; or

any person considered merely as a cause; as, "We heard her say it was not he;" "The truth is, it was I that helped her."

Why is it incorrect to say, "Oh I"? Why incorrect to say, "Oh thee's?

"Ah! unhappy thee, who art "Oh! happy we, surrounded deaf to the calls of duty and with so many blessings." of honor."

RULE XXIV.

Corresponding with Murray's Grammar, RULE VI.

The relative is the nominative case to the verb, when no nominative case comes between it and the verb; as, "The master who taught us;" "The trees which

are planted."

When a nominative case comes between the relative and the verb, the relative is governed by some word in its own member of the sentence; as, "He who preserves me, to whom I owe my being, whose I am, and whom I serve, is eternal."

In the several members of the last sentence, the relative performs a different office. In the first member, it marks the agent; in the second, it submits to the government of the proposition; in the third, it represents the possessor; and in the fourth, the object of an action : and therefore it must be in the three different cases, correspondent to those offices.

When both the antecedent and relative become nominatives, each to different verbs, the relative is the nominative to the former, and the antegedent to the latter verb; as, "True philosophy, which is the ornament of our nature, consists more in the love of our duty, and the practice of virtue, than in great

talents and extensive knowledge."

A few instances of erroneous construction will illustrate both branches of the sixth rule. The three following refer to the first part: "How can we avoid being grateful to those whom, by repeated kind-offices, have proved themselves our real friends?" "These are the men whom, you might suppose, were the authors of the work." "If you were here, you would find three or four, whom you would say passed their time agreeably." In all these places, it should be who, instead of whom. The two latter sentences contain a nominative between the relative and the verb; and, therefore, seem to contravene the rule; but the student will reflect, that it is not the nominative of the verb with which the relative is connected.—The remaining examples refer to the second part of the rule: "Men of fine talents are not always the persons who we should esteem." "The persons who you dispute with are precisely of your opinion." "Our tutors are our benefactors, who we owe obedience to, and who we ought to love." In these sentences, whom should be used instead of who.

"These are the men whom, you might suppose, were," &c. Will you correct this example, and give the rule for it ?

"We are dependent on each others' assistance: whom is there that can subsist by him-

"If he will not hear his best friend, whom shall be sent to

admonish him?"

"They who (1.) much is given to, will have much (2.) to an-

swer for." (3.)
"It is not to be expected that they, whom in early life have been dark and deceitful, should afterwards become fair and ingenuous."

"They who have labored to make us wise and good, are the persons who we ought to love and respect, and who ought to be grateful to."

"The persons, who conscience and virtue support, may smile at the caprices of fortune."

"From the character of those who you associate with, your own will be estimated."

"That (4.) is the student who I gave the book to, and whom, I am persuaded, deserves it "

1. When the relative pronoun is of the interrogative kind, the noun or pronoun containing the answer, must be in the same case as that which contains the question; as, "Whose books are these?" "They are John's." "Who gave them to him?" "We." "Of whom did you buy them?" "Of a bookseller; him who lives at the Bible and Crown." "Whom did you see there?" "Both him and the shopman." The learner will readily comprehend this rule, by supplying the words which are understood in the answers. Thus, to express the answers at large, we should say, "They are John's books;" "We gave them to him;" "We bought them of him who lives," &c.; "We saw both him and the shopman." As the relative pronoun, when used interrogatively, refers to the subsequent word or phrase containing the answer to the question, that word or phrase may properly be termed the subsequent to the interrogative.

"Of whom did you buy them?" "Of a bookseller; he who lives," &c. What is wrong in this sentence, and how may it be corrected? What is the

"Who was the money paid to?"

"Of whom were the articles bought?" "Of a mercer; he (5.) who resides near (6.) the mansion-house."

"Was any person besides (6.) the mercer present?" "Yes, both him and his clerk."

"Who counted it?" "Both the clerk and him."

clerk."

"To the mercer and his

RULE XXV.

Corresponding with Murray's Grammar, RULE VII.

When the relative is preceded by two nominatives of different persons, the relative and verb may agree in person with either, according to the sense; as, "I am the man who command you;" or, "I am the man who commands you."

The form of the first of the two preceding sentences expresses the meaning rather obscurely. It would be more perspicuous to say, "I, who command you, am the man." Perhaps the difference of meaning produced by referring the relative to different antecedents, will be more evident to the learner in the

following sentences: "I am the general who gives the orders to-day;" "I am the general, who give the orders to-day;" that is, "I, who give the orders to-

day, am the general."

When the relative and the verb have been determined to agree with either of the preceding nominatives, that agreement must be preserved throughout the sentence; as in the following instance: "I am the Lord, that maketh all things; that stretcheth forth the heavens alone." Isa. xliv. 24. Thus far is consistent: the Lord, in the third person; is the antecedent, and the verb agrees with the relative m the third person: "I am the Lord, which Lord, or he, that maketh all things." If I were made the antecedent, the relative and verb should agree with it in the first person; as, "I am the Lord, that make all things; that stretch forth the heavens alone." But should it follow, "that spreadeth abroad the earth by myself," there would arise a confusion of persons, and a manifest solecism.

"I am the man who command you." "I am the man who commands you." What is the nominative to command in the first sentence? What to commands in the second? Rule for each? Why is the verb of a different person in

different sentences?

"I acknowledge that (1.) I am the teacher, (5.) who adopt that sentiment, and maintains the propriety of such measures." (2.)

"Thou art a friend (5.) that hast often relieved me, and that has not deserted me now, in the time of peculiar need."

the time of peculiar need."

I am the man who approves of
wholesome discipline, and
who recommend it to others;
but I am not a person who
promotes useless severity, or
who object to mild and generous treatment."

"I perceive that thou art a pupil who possesses bright parts, but who hast cultivated them but (3.) little." (4.)

"Thou art he (5.) who breathest on the earth with the breath of spring, and who covereth it with verdure and beauty."

"I am the Lord (5.) thy God, (5.) who teacheth thee to profit, and who lead thee by the way

thou shouldst go."

"Thou art the Lord who did choose Abraham, and broughtest him forth (4.) out of (6.) Ur of the Chaldees."

RULE IV.

Corresponding with Murray's Grammar, RULE VIII.

Adjectives belong to the nouns which they describe.

Note I. Adjective pronouns and numerals must agree in number with the nouns to which they belong.

1. ADJECTIVE PRONOUNS.

A few instances of the breach of this rule are here exhibited: "I have not travelled this twenty years;" "these twenty." "I am not recommending these kind of sufferings;" "this kind." "Those set of books was a valuable present;" "that set."

"I have not travelled this twenty years." How should this be altered?

Why?

"These kind of indulgences soften and injure the mind."

"Instead (7.) of improving (8.) yourselves, you have been

playing (9.) this two hours."
(10.)

"Those sort of favors did real injury, under the appearance of kindness."

^{(1.) 652. (2.) &}quot;adopts and maintains," or "adopt and maintain." (3.) 654. (4.) Adverb. (5.) Rule XV. (6.) 247. (7.) 247. (8.) 561. (9.) Rule XIII. (10.) Rule XXII. 646.

- "The chasm made (1.) by the earthquake was twenty foot (2.) broad, (3.) and one hundred fathom (4.) in depth."
- we avoid, if we were not industrious to make them !" "He saw one or more persons (6.)

"How many a sorrow (5.) should

- enter (7.) the garden."
- 1. The word means, in the singular number, and the phrase "by this means," "by that means," are used by our best and most correct writers; namely, Bacon, Tillotson, Atterbury, Addison, Steele, Pope, &c.* They are, indeed, in so general and approved use, that it would appear awkward, if not affected, to apply the old singular form, and say, "by this mean;" "by that mean;" "it was by a mean;" although it is more agreeable to the general analogy of the language. "The word means (says Priestley) belongs to the class of words, which do not change their termination on account of number; for it is used alike in both numbers."

The word amends is used in this manner, in the following sentences: "Though he did not succeed, he gained the approbation of his country; and with this amends he was content." "Peace of mind is an honorable amends for the sacrifices of interest." "In return, he received the thanks of his employers, and the present of a large estate: these were ample amends for all his labors." "We have described the rewards of vice: the good man's amends

are of a different nature."

It can scarcely be doubted, that this word amends (like the word means) had formerly its correspondent form in the singular number, as it is derived from the French amende, though now it is exclusively established in the plural form. If, therefore, it be alleged, that mean should be applied in the singular, because it is derived from the French moyen, the same kind of argument may be advanced in favor of the singular amende; and the general analogy of the language may also be pleaded in support of it.

Campbell, in his Philosophy of Rhetoric, has the following remark on the subject before us: "No persons of taste will, I presume, venture so far to violate the present usage, and consequently to shock the ears of the generality of

readers, as to say, "By this mean, by that mean."

(I.) Rule XIII. (3.) " chasm-broad." Rule IV. (2.) Note XVIII. 648. (4.) Rule IX. (6.) " one person, or more than one." (5.) " many sorrows." (7.) Rule XII.

* "By this means he had them the more at vantage, being tired and harassed with a long march."

"By this means one great restraint from doing evil would be taken away." "And this is an admirable means to improve men in virtue." "By that means they have rendered their duty more difficult."

"It renders us careless of approving ourselves to God, and by that means securing the continuance of his goodness." "A good character, when established, should not be rested in as an end, but employed as a means of doing still further good." ATTERBURY.

"By this means they are happy in each other." "He by that means preserves his superiority." ADDISON. "Your vanity by this means will want its food." STEELE.

"By this means alone, their greatest obstacles will vanish."

"Which custom has proved the most effectual means to ruin the nobles." DEAN SWIFT.

"There is no means of escaping the persecution." "Faith is not only a means of obeying, but a principal act of obedience."

Dr. Young.

"He looked on money as a necessary means of maintaining and increasing power."

LORD LYTTLETON'S HENRY II.

"John was too much intimidated not to embrace every means afforded for his GOLDSMITH. "Lest this means should fail." "By means of ship-money, the late king," &c.

"The only means of securing a durable peace." HUME. "By this means there was nothing left to the parliament of Ireland," &c.

"By this means so many slaves escaped out of the hands of their masters."

DR. ROBERTSON. "By this means they bear witness to each other." BURKE.

"By this means the wrath of man was made to turn against itself." Dr. Blarr.
"A magazine, which has, by this means, contained," &c. "Birds, in general, procure their food by means of their beak."

SYNTAX. 139

Lowth and Johnson seem to be against the use of means in the singular number. They do not, however, speak decisively on the point; but rather dubiously, as if they knew that they were questioning eminent authorities as well as general practice. That they were not decidedly against the application of this word to the singular number, appears from their own language: "Whole sentences, whether simple or compound, may become members of other sentences by means of some additional connection."—Dr. Lowth's Introduction to English Grammar.

"There is no other method of teaching that of which any one is ignorant,

but by means of something already known."—DR. Johnson. Idler.

It is remarkable that our present version of the Scriptures makes no use, as far as the compiler can discover, of the word mean; though there are several instances to be found in it of the use of means, in the sense and connection contended for. "By this means thou shalt have no portion on this side the river." Ezra iv. 16. "That by means of death," &c. Heb. ix. 15. It will scarcely be pretended, that the translators of the sacred volumes did not accurately understand the English language; or that they would have admitted one form of this word, and rejected the other, had not their determination been conformable to the best usage. An attempt, therefore, to recover an old word, so long since disused by the most correct writers, seems not likely to be successful; especially as the rejection of it is not attended with any inconvenience.

The practice of the best and most correct writers, or a great majority of them, corroborated by general usage, forms, during its continuance, the standard of language; especially if, in particular instances, this practice continue after objection and due consideration. Every connection and application of words and phrases, thus supported, must therefore be proper, and entitled to

respect, if not exceptionable in a moral point of view.

"Quem penes arbitrium est, et jus, et norma loquendi." Hor.

On this principle, many forms of expression, not less deviating from the general analogy of the language than those before mentioned, are to be considered as strictly proper and justifiable. Of this kind are the following: "None of them are varied to express the gender;" and yet none originally signified no one. "He himself shall do the work:" here, what was at first appropriated to the objective, is now properly used as the nominative case. "You have behaved yourselves well:" in this example, the word you is put in the nominative case plural, with strict propriety; though formerly it was confined to the objective case, and ye exclusively used for the nominative.

With respect to anomalies and variations of language, thus established, it is the grammarian's business to submit, not to remoistrate. In pertinaciously opposing the decision of proper authority, and contending for obsolete modes of expression, he may, indeed, display learning and critical sagacity; and, in some degree, obscure points that are sufficiently clear and decided; but he cannot reasonably hope either to succeed in his aints, or to assist the learner, in discovering and respecting the true standard and principles of language.

Cases which custom has left dubious, are certainly within the grammarian's province. Here, he may reason and remonstrate on the ground of derivation, analogy, and propriety: and his reasonings may refue and improve the language: but when authority speaks out, and decides the point, it were perpetually to unsettle the language, to admit of cavil and debate. Anomalies, then, under the limitation mentioned, become the law, as clearly as the plainest analogies.

The reader will perceive that, in the following sentences, the use of the word mean in the old form has a very uncouth appearance: "By the mean of adversity we are often instructed." "He preserved his health by mean of exercise." "Frugality is one mean of acquiring a competency." They should be, "By means of adversity," &c.; "By means of exercise," &c.; "Frugali-

ty is one means," &c.

Good writers do indeed make use of the substantive (1.) mean in the singular number, and in that number only, to signify mediocrity, middle rate, &c.;

as, "This is a mean between the two extremes." But in the sense of instrumentality, it has long been disused by the best authors, and by almost every

writer.

This means and that means should be used only when they refer to what is singular; these means and those means, when they respect plurals; as, "He lived temperately, and by this means preserved his health;" "The scholars were attentive, industrious, and obedient to their tutors; and by these means acquired knowledge."

We have enlarged on this article, that the young student may be led to reflect on a point so important as that of ascertaining the standard of propriety

in the use of language.

In what number is the word means used? What does Dr. Priestley remark concerning the use of this word? What other word is used in this manner? What does Dr. Campbell remark in regard to the use of the phrase, "By this mean"? Do Dr. Lowth and Dr. Johnson approve of the use of means in the singular number? Do good writers make use of the substantive (1.) mean in the singular number? Give an example. When should "This means" and "That means" be used? When "These means" and "Those means"?

"Charles was extravagant, and by this mean became poor and despicable."

"It was by that ungenerous mean that (2.) he obtained his end."

"Industry is the mean of obtaining competency."

"Though a promising measure, it is a mean which I cannot

"This person embraced every opportunity to display his talents; and by these means rendered himself ridiculous."

"Joseph was industrious, frugal and discreet; and by this means obtained property and

reputation."

2. When two persons or things are spoken of in a sentence, and there is occasion to mention them again for the sake of distinction, that is used in reference to the former, and this, in reference to the latter: as, "Self-love, which is the spring of action in the soul, is ruled by reason: but for that, man would be inactive; and but for this, he would be active to no end."

How are the pronouns that and this used?

"Religion raises men above them selves; irreligion sinks them beneath the brutes: that (3.) binds them down (4.) to a poor, pitiable speck of perishable earth; this opens for them a prospect to the skies."

"More rain falls in the first two summer months, than in the first two winter ones; but it makes a much greater show upon the earth in those than in these; because there is a much slower evaporation."

"Rex and Tyrannus are of very different characters. The one (3.) rules his people by laws to which they consent; the other, (5.) by his absolute will and power: this is called freedom; that (5.) tyranny."

3. The distributive adjective pronouns each, every, either, agree with the nouns, pronouns and verbs, of the singular number only; as, "The king of Israel, and Jehoshaphat, the king of Judah, sat each on his throne;" "Every tree is known by its fruit;" unless the plural noun convey a collective idea; as, "Every six months;" "Every hundred years." The following phrases are exceptionable: "Let each esteem others better than themselves;" it ought to be, "himself." "The language should be both perspicuous and correct: in proportion as either of these two qualities are wanting, the language is imperfect;" it should be, "is wanting." "Every

one of the letters bear regular dates, and contain proofs of attachment;" "bears a regular date, and contains." "Every town and village were burned; every grove and every tree were cut down;" "was burned, and was cut down."

Either is often used improperly, instead of each; as, "The king of Israel, and Jehoshaphat the king of Judah, sat either of them on his throne;" "Nadab and Abihu, the sons of Aaron, took either of them his censer." Each signifies both of them taken distinctly or separately; either properly signifies only the one or the other of them, taken disjunctively.

"The king of Israel, and Jehoshaphat the king of Judah, sat either of them on their throne." Will you correct this, and give the rule for it?

"Each of them, in their (1.) turn, receive the benefits to which they are entitled."

"My counsel to each of you is, that you (2.) should make it

your endeavor to come to a friendly agreement."

"By discussing what (3.) relates to each particular, in their order, we shall better understand the subject."

"Every person, whatever (4.) be their station, (5.) are bound by the duties of morality and religion."

"Every leaf, every twig, (6.) every drop of water, teem with life."

"Every man's heart and temper

is productive of much (7.) inward joy or bitterness.

"Whatever (8.) he undertakes, either (9.) his pride or his folly disgust us."

"Every man and every woman

were numbered."

"Neither of those men seem to have any idea that their opin. ions may be ill founded."

"When benignity and gentleness reign within, (7.) we are always (7.) least (7.) in hazard from without: (10.) every person and every occurrence are beheld in the most favorable light."

"On either side of the river was

there the tree of life."

4. Adjectives are sometimes improperly applied as adverbs; as, "Indifferent honest; excellent well; miserable poor;" instead of "Indifferently honest; excellently well; miserably poor." "He behaved himself conformable to that great example;" "conformably." "Endeavor to live hereafter suitable to a person in thy station;" "suitably." "I can never think so very mean of him;" "meanly." "He describes this river agreeable to the common reador min; "meany," He describes this river agreeable to the common reading; "agreeably." "Agreeable to my promise, I now write;" "agreeably." "Thy exceeding great reward;" when united to an adjective, or adverb not ending in ly, the word exceeding has ly added to it; as, "exceedingly dreadful, exceedingly great;" "exceedingly well, exceedingly more active;" but when it is joined to an adverb or advertise that the second of the second when it is joined to an adverb or adjective, having that termination, the ly is omitted; as, "Some men think exceeding clearly, and reason exceeding forcibly;" "She appeared, on this occasion, exceeding lovely."—"He acted in this business bolder than was expected." "They behaved the noblest, because they were disinterested." They should have been, "more boldly, most nobly." The adjective pronoun such is often misapplied; as, "He was such an extravagant young man, that he spent his whole patrimony in a few years;" it should be, "so extravagant a young man." "I never before saw such large trees;" "saw trees so large." When we refer to the species or nature of a thing, the word such is properly applied; as, "Such a temper is seldom found." but when degree is signified, we use the word so; as, "So bad a temper is seldom found."

Adverbs are likewise improperly used as adjectives; as, "The tutor addressed him in terms rather warm, but suitably to his offence;" "suitable."

^{(1.) &}quot; his." (2.) " he." (4.) Rule XV. (3.) 437. (5.) Rule VI. (6.) Rule XI. (7.) Adverb. without," i. e. "externally." 589. (8.) Rule VIII. (9.) 659. (10.) "from

"They were seen wandering about solitarily and distressed;" "solitary." "He lived in a manner agreeably to the dictates of reason and religion;" "agreeable." "The study of syntax should be previously to that of punctuation;" " previous."

Young persons who study grammar, find it difficult to decide, in particular constructions, whether an adjective, or an adverb, ought to be used. A few observations on this point, may serve to inform their judgment, and direct their aetermination. They should carefully attend to the definitions of the adjective and the adverb; and consider whether, in the case in question, quality or manner is indicated. In the former case, an adjective is proper; in the latter, an adverb. A number of examples will illustrate this direction, and prove useful on other occasions.

"She looks cold-She looks coldly on him."

"He feels warm-He feels warmly the insult offered to him."

"He became sincere and virtuous-He became sincerely virtuous." "She lives free from care—He lives freely at another's expense."

"Harriet always appears neat—She dresses neatly."

"Charles has grown great by his wisdom-He has grown greatly in reputation."

"They now appear happy-They now appear happily in earnest." "The statement seems exact—The statement seems exactly in point."

The verb to be, in all its moods and tenses, generally requires the word immediately connected with it to be an adjective, not an adverb; and consequently, when this verb can be substituted for any other, without varying the sense or the construction, that other verb must also be connected with an ad-

sense or the construction, that other vero must also be connected with an adjective. The following sentences elucidate these observations: "This is agreeable to our interest." "That behavior was not suitable to his station." "Rules should be conformable to sense." "The rose smells [is] sweet." "How sweet the hay smells [is]!" "How delightful the country appears [is]!" "How pleasant the fields look [are]!" "The clouds look [are] dark." "How black the sky looked [was]!" "The apple tastes [is] scur!" "How bitter the plums tasted [were]!" "He feels [is] happy." In all these sense. tences, we can, with perfect propriety, substitute some tenses of the verb to be, for the other verbs. But in the following sentences we cannot do this: "The dog smells disagreeably." "George feels exquisitely." "How pleasantly she looks at us!

The directions contained in this Note are offered as useful, not as complete and unexceptionable. Anomalies in language every where encounter us; but we must not reject rules, because they are attended with exceptions.

Why is "indifferent honest" an incorrect expression? Do we say, "exceeding dreadful," and "exceeding great"? What, then, do we use in the place of exceeding? When, then, do we use exceedingly? When exceeding? "The tutor addressed him in terms rather warm, but suitably to his offence." Why is this sentence wrong? Correct it. How can we tell whether an adjective or an adverb ought to be used? Which do we use, when quality is indicated? Which, when manner is indicated? Which does the verb to be generally require to be connected with it, the adjective or adverb? To illustrate the distinct and proper use of both the adverb and adjective, I will give you some examples. Would you then say, "He is diligently and attentively," or "diligent and attentive"? "She will be happy," or "happily"? "He looks cold," or "coldly"? "She looks cold on him." Can we use is for looks, and make sense? Would you, then, say, "She looks cold on him," or "coldly on him"? "She lives freely [is] from care"? Why? "He lives free at another's expense"? "He feels warmly"? "He feels warm the insult offered him"? "He became sincerely and virtuously"? "He became sincere virtuous"? Why? "Harriet always appears neatly—She dresses neat"? "Charles has grown great by his wisdom-He is grown great in his reputation"? "They now appear happily—They now appear happy in earnest"? "The statement seems exactly—The statement seems exact in point"? "How sweetly the hay smells!"? "How delightful the country appears!"? "How pleasant the fields look!"? "The clouds look darkly"? "The apples taste sourly"?

Α

"She reads proper, writes very neat, and composes accurate."

"He was extreme prodigal, and his property is now near ex hausted."

"They generally succeeded; for they lived conformable to the

rules of prudence."

"We may reason very clear and exceeding strong, without knowing that there is such a thing as a syllogism."

"He had many virtues, and was

exceeding beloved."

"The amputation was exceeding well performed, and saved the patient's life."

"He came agreeable to his promise, and conducted himself suitable to the occasion."

"He speaks very fluent, reads excellent, but does not think very coherent."

"He behaved himself submissive, and was exceeding careful not to give (1.) offence."

"They rejected the advice, and conducted themselves exceed-

ingly indiscreetly."

"He is a person of great abilities, and exceeding upright; and is like to be a very useful member (2.) of the community." "The conspiracy was the easier (3.) discovered, from its (4.) being known (5.) to many."

"Not being fully acquainted with the subject, he could affirm no stronger (6.) than he did."

"He was so deeply impressed with the subject, that few could speak nobler upon it."

"We may credit his testimony, for he says express, that he saw the transaction."

"Use a little wine for thy stomach's sake, and thine often

(7.) infirmities."

"From these favorable beginnings, we may hope for a soon (8.) and prosperous issue."

"He addressed several exhortations to them suitably to their

circumstances."

"Conformably to their vehemence of thought, was their vehemence of gesture."

"We should implant in the minds of youth such seeds and principles of piety and virtue, as (9.) are likely to take soonest and deepest root."

"Such (10.) an amiable disposition will secure universal re-

gard.'

"Such distinguished virtues seldom occur."

5. Double comparatives and superlatives should be avoided; such as "a worser conduct;" "on lesser hopes;" "a more serener temper;" "the most straitest sect;" "a more superior work." They should be, "worse conduct;" "less hopes;" "a more serene temper;" "the straitest sect;" "a su perior work."

"A worser conduct." Will you correct this sentence, and give the Rule for it?

"'Tis more easier to build two chimneys than to maintain one."

"The tongue is like (11.) a racehorse, (12.) which runs the faster (13.) the *lesser* weight it carries."

"The pleasures of the understanding are more preferable than (14.) those of the imagination, or of sense."

"The nightingale sings: hers is the most sweetest voice in the

grove."

(1.) Rule XII. (2.) Rule XV. (3.) "more easily." (4.) Rule I. (5.) "being known"—participial noun. (6.) "not affirm more strongly." (7.) "thy frequent." (8.) "speedy." (9.) 656. (10.) "A disposition so amiable," &c. See the Note, a few lines before the close. (11.) Rule IV. (12.) Rule X.—Note XVII. 647. (13.) 590. (14.) "preferable to."

"The Most Highest hath created "The Supreme Being is the most us for his glory, and for our own happiness.'

wisest, and most powerfullest, and the most best of beings.'

6. Adjectives that have in themselves a superlative signification, do not properly admit of the superlative or comparative form superadded; such as chief, extreme, perfect, right, universal, supreme, &c.; which are sometimes improperly written chiefest, extremest, perfectest, rightest, most universal, most supreme, &c. The following expressions are, therefore, improper: "He sometimes claims admission to the chiefest offices." "The quarrel became so universal and national." "A method of attaining the rightest and greatest happiness." The phrases "so perfect," "so right," "so extreme," "so universal," &c., are incorrect; because they imply that one thing is less perfect, less extreme, &c., than another, which is not possible.

Is it proper to say, "The most perfect work"? Why not?

"Virtue confers the supremest (1.) dignity on man; and should be his chiefest desire."

"His assertion was more true (2.) than that of his opponent; nay, the words of the latter were most untrue." (3.)

"His work is perfect; (4.) his brother's, more perfect; and his father's, the most perfect of all."

"He gave the fullest and most sincere proof of the truest friendship."

7. Inaccuracies are often found in the way in which the degrees of comparison are applied and construed. The following are examples of wrong panson are applied and construct. The following are examples of whole construction in this respect: "This noble nation hath, of all others, admitted fewer corruptions." The word fewer is here construed precisely as if it were the superlative. It should be, "This noble nation hath admitted fewer corruptions than any other." We commonly say, "This is the weaker of the two," or, "the weakest of the two;" but the former is the regular mode of expression, because there are only two things compared. "The vice of covetousness is what enters deepest into the soul of any other." "He celebrates the church of England as the most perfect of all others."
Both these modes of expression are faulty: we should not say, "the best of any man," or "the best of any other man," for "the best of men." The sentences may be corrected by substituting the comparative in the The sentences may be corrected by substituting the comparative in the room of the superlative: "The vice, &c., is what enters deeper into the soul than any other." "He celebrates, &c., as more perfect than any other." It is also possible to retain the superlative, and render the expression grammatical: "Covetousness, of all vices, enters the deepest into the soul." "He celebrates, &c., as the most perfect of all churches." These sentences contain other errors, against which it is proper to caution the learner. The words deeper and deepest, being intended for adverbs, should have been more deeply, most deeply. The phrases more perfect and most perfect are improper; because perfection admits of no degrees of comparison. We may say, nearer or nearest to perfection, or more or less imperfect.

In speaking of two persons, should we say, "The weaker of the two," or "The weakest of the two"? Why?

"A talent of this kind would, perhaps, prove the likeliest of any other (5.) to succeed." "He is the strongest of the two, but not the wisest."

"He spoke with so much propriety, that I understood him the best of all the others (6.) who spoke on the subject."

"Eve was the fairest of all her daughters."

^{(4.) &}quot;well executed—still better—best." (2.) "better founded." (5.) "all." (3.) "not true." (6.) " of all who."

8. In some cases, adjectives should not be separated from their substantives, even by words which modify their meaning, and make but one sense with them; as, "A large enough number, surely." It should be, "A number large enough." "The lower sort of people are good enough judges of one not very distant from them."

The adjective is usually placed before its substantive; as, "A generous man;" "How amiable a woman!" The instances in which it comes after the

substantive, are the following:

1st. When something depends upon the adjective; and when it gives a better sound, especially in poetry; as, "A man generous to his enemies;" "Feed me with food convenient for me;" "A tree three feet thick;" "A body of troops fifty thousand strong;" "The torrent tumbling through rocks abrupt."

2d. When the adjective is emphatical; as, "Alexander the Great;" "Lewis the Bold;" "Goodness infinite;" "Wisdom unsearchable."

3d. When several adjectives belong to one substantive; as, "A man just,

wise, and charitable;" "A woman modest, sensible, and virtuous."

4th. When the adjective is preceded by an adverb; as, "A boy regularly studious;" "A girl unaffectedly modest."

5th. When the verb to be, in any of its variations, comes between a substantive and an adjective, the adjective may frequently either precede or follow it; as, "The man is happy," or, "Happy is the man, who makes virtue his choice:" "The interview was delightful;" or, "Delightful was the inter-

6th. When the adjective expresses some circumstance of a substantive placed after an active verb; as, "Vanity often renders its possessor despicable." In an exclamatory sentence, the adjective generally precedes the substantive; as, "How despicable does vanity often render its possessor!"

There is sometimes great beauty, as well as force, in placing the adjective before the verb, and the substantive immediately after it; as, "Great is the

Lord! just and true are thy ways, thou King of saints!"

Sometimes the word all is emphatically put after a number of particulars comprehended under it. "Ambition, interest, honor, all concurred." Sometimes a substantive, which likewise comprehends the preceding particulars, is used in conjunction with this adjective; as, "Royalists, republicans, churchmen, sectaries, courtiers, all parties, concurred in the illusion."

An adjective pronoun, in the plural number, will sometimes properly associate with a singular noun; as, "Our desire, your intention, their resignation." This association applies rather to things of an intellectual nature, than to those

which are corporeal. It forms an exception to the general rule.

A substantive with its adjective is reckoned as one compounded word; whence they often take another adjective, and sometimes a third, and so on, as, "An old man; a good old man; a very learned, judicious, good old man."

Though the adjective always relates to a substantive, it is, in many instances, put as if it were absolute; especially where the noun has been mentioned before, or easily understood, though not expressed; as, "I often survey it."

Is it correct to say, "A large enough number"? How should it be altered? What is the Note for it? Should the adjective be placed usually before, or after the noun?

"He spoke in a distinct enough manner to be heard by the whole assembly."

"Thomas is equipped with a new (1.) pair of shoes, and a new

pair of gloves: he is the servant of an old rich (2.) man." "The two first (3.) in the row are cherry-trees, the two others

are pear-trees."

RULE II.

Corresponding with Murray's Grammar, RULE IX.

The indefinite article, A or AN, belongs to nouns of the singular number.

RULE III.

The definite article, THE, belongs to nouns of the singular or plural numbers.

The articles are often properly omitted: when used, they should be justly applied, according to their distinct nature; as, "Gold is corrupting; the sea is green; a lion is bold."

It is the nature of both the articles to determine or limit the thing spoken of. A determines it to be one single thing of the kind, leaving it still uncertain

which; the determines which it is, or, if many, which they are.

The following passage will serve as an example of the different uses of a and the, and of the force of the substantive without any article: "Man was made for society, and ought to extend his good will to all men; but a man will naturally entertain a more particular kindness for the men with whom he has the most frequent intercourse; and enter into a still closer union with the man whose temper and disposition suit best with his own."

As the articles are sometimes misapplied, it may be of some use to exhibit a few instances: "And I persecuted this way unto the death." The apostle does not mean any particular sort of death, but death in general: the definite article, therefore, is improperly used: it ought to be, "unto death," without

any article.

"When he, the Spirit of truth, is come, he will guide you into all truth;" that is, according to this translation, "into all truth whatsoever, into truth of all kinds;"-very different from the meaning of the evangelist, and from the original, "into all the truth;" that is, "into all evangelical truth, all truth

necessary for you to know."

"Who breaks a butterfly upon a wheel?" it ought to be "the wheel," used as an instrument for the particular purpose of torturing criminals. "The Almighty hath given reason to a man to be a light unto him:" it should rather be, "to man," in general. "This day is salvation come to this house, for asmuch as he also is the son of Abraham:" it ought to be, "a son of Abra ham."

These remarks may serve to show the great importance of the proper use of the article, and the excellence of the English language in this respect; which, by means of its two articles, does most precisely determine the extent

of signification of common names.

What is the nature of the articles? What the article the?

"The fire, the air, the earth, and the water, are four elements /(1.) of the philosophers."

"Reason was given to a man to

control his passions."
"We have within us an intelligent principle, distinct from (2.) body and from matter."

"A man is the noblest work of (3.) creation."

What does the article α determine? " (4.) Wisest and best men sometimes commit errors."

"Beware of drunkenness: it impairs understanding; wastes an estate; destroys a reputation; consumes the body; and renders the (5.) man of the brightest parts the (5.) common jest (6.) of the meanest clown."

^{(1.) &}quot;Fire, air," &c.—" the four," &c. eation." (4.) "The wisest." oreation."

"He is a much better writer than a reader."

"The king has conferred on him

the title of a duke."

"There are some evils of life which equally affect prince and people."

"We must act our part with a constancy, though reward of our constancy be (1.) distant."

"We are placed here under a trial

of our virtue."

"The virtues like his are not easily acquired. Such qualities honor the nature of a man." "Purity has its seat in the heart, but extends its influence over so much of outward conduct, as to form the great and material part of a character."

"The profligate man is seldom or never found to be the good husband, the good father, or the beneficent neighbor."

"True charity is not the meteor which occasionally glares, but the luminary which, in its orderly and regular course, dispenses benignant influence."

1. A nice distinction of the sense is sometimes made by the use or omission of the article a. If I say, "He behaved with a little reverence," my meaning is positive. If I say, "He behaved with little reverence," my meaning is negative. And these two are by no means the same, or to be used in the same cases. By the former, I rather praise a person; by the latter, I dispraise him. For the sake of this distinction, which is a very useful one, we may better bear the seeming impropriety of the article a before nouns of number. When I say, "There were tew men with him," I speak diminutively, and mean to represent them as inconsiderable: whereas, when I say, "There were a few men with him," I evidently intend to make the most of them.

What is the difference in meaning between the expressions "We behaved with a little reverence," and "We behaved with little reverence"?

"He has been much censured for conducting himself with a little attention to his business."

"So bold a breach of order called for (2.) little severity in pun-

ishing the offender."

"His error was accompanied with so little contrition and candid acknowledgment, that he found a few persons to intercede for him." "There were so many mitigating
(3.) circumstances attending
his misconduct, particularly
that (4.) of his open confession, that he found (5.) few
friends who were disposed to
interest themselves in his fayor."

"As his misfortunes were the fruit of his own obstinacy, a few persons pitied him."

2. In general, it may be sufficient to prefix the article to the former of two words in the same construction; though the French never fail to repeat it in this case. "There were many hours, both of the night and day, which he could spend, without suspicion, in solitary thought." It might have been "of the night and of the day." And, for the sake of emphasis, we often repeat the article in a series of epithets. "He hoped that this title would secure him an ample and an independent authority."

Is the article to be repeated before two words in the same construction?

"The fear of shame, (6.) the desire of approbation, prevent many bad actions."

"In this business he was influenced by a just and (7.) generous principle." "He was fired with desire of doing something, though he knew not yet, with distinctness, either end or means."

(1.) 464. (2.) "a little." (3.) 559. (4.) "that circumstance." Note I.— Rule XIV. (5.) "a few." 359. (6.) "and the." (7.) "a generous."

3. In common conversation, and in familiar style, we frequently omit the articles, which might be inserted with propriety in writing, especially in a grave style. "At worst, time might be gained by this expedient." "At the worst" would have been better in this place. "Give me here John Baptist's head."

There would have been more dignity in saying, "John the Baptist's head;" or, "The head of John the Baptist."

The article the has sometimes a good effect in distinguishing a person by an epithet. "In the history of Henry the Fourth, by Father Daniel, we are surprised at not finding him the great man." "I own I am often surprised that

he should have treated so coldly a man so much the gentleman."

This article is often elegantly put, after the manner of the French, for the pronoun possessive; as, "He looks him full in the face;" that is, "in his face." "In his presence they were to strike the forehead on the ground;"

that is, "their foreheads."

We sometimes, according to the French manner, repeat the same article, when the adjective, on account of any clause depending upon it, is put after the substantive. "Of all the considerable governments among the Alps, a commonwealth is a constitution the most adapted of any to the poverty of those countries." "With such a specious title as that of blood, which, with the multitude, is always a claim the strongest, and the most easily comprehended." "They are not the men in the nation the most difficult to be replaced."

"At worst, time might be gained," &c. What word may properly be inserted in the beginning of this sentence? What is the Note for it?

"At worst I could but incur a gentle reprimand."

"At best, his gift was but a poor offering, when we consider his estate."

RULE E.

Corresponding with Murray's Grammar, RULE X.

The possessive case is governed by the following noun.

When the annexed substantive signifies the same thing as the first, there is no variation of case; as, "George, king of Great Britain, elector of Hanover," &c.; "Pompey contended with Cæsar, the greatest general of his time;" "Religion, the support of adversity, adorns prosperity." Nouns thus circumstanced are said to be in apposition to each other. The interposition of a relative and verb will sometimes break the construction; as, "Pompey contended with Cæsar, who was the greatest general of his time." Here the word general is in the nominative case, according to Rule XV., or Note 4, under Rule VIII.

The preposition of, joined to a substantive, is not always equivalent to the possessive case. It is only so, when the expression can be converted into the regular form of the possessive case. We can say, "the reward of virtue," and "virtue's reward;" but though it is proper to say, "a crown of gold," we cannot convert the expression into the possessive case, and say, "gold's

crown."

Substantives govern pronouns as well as nouns, in the possessive case; as, "Every tree is known by its fruit;" "Goodness brings its reward;" "That desk is mine."

The genitive (1.) its is often improperly used for 'tis or it is; as, "Its my book;" instead of "It is my book."

The pronoun his, when detached from the noun to which it relates, is to be considered, not as a possessive pronoun, but as the genitive case of the personal pronoun; as, "This composition is his." "Whose book is that?" "His." If we used the noun itself, we should say, "This composition is

John's." "Whose book is that?" "Eliza's." The position will be still more evident, when we consider that both the pronouns in the following sentences must have a similar construction: "Is it her or his honor that is tarnished?" "It is not hers, but his."

Sometimes a substantive in the genitive or possessive case stands alone, the latter one by which it is governed being understood; as, "I called at the

bookseller's," that is, "at the bookseller's shop"

"Religion, the support of adversity, adorns prosperity." What is said of the nouns religion, and support, in respect to each other? When is the preposition of joined to a substantive equivalent to the possessive case? Give an example.

"My ancestors virtue is not mine." (1.)

"His brothers offence will not

"Nevertheless, Asà his heart (2.) was perfect with the Lord.

for mans advantage." " A mans manners' frequently incondemn him." "I will not destroy the city for fluence his fortune.' ten sake." "Wisdoms precepts' form the

good mans interest and happiness."

"A mothers tenderness, and a

fathers care are natures gifts

"They slew Varus, he that was "They slew Varus, who was him mentioned before." that I mentioned before."

1. If several nouns come together in the genitive (3.) case, the apostrophe with s is annexed to the last, and understood to the rest; as, "John and Eliza's books;" "This was my father, mother and uncle's advice." But when any words intervene, perhaps on account of the increased pause, the sign of the possessive should be annexed to each; as, "They are John's as well as Eliza's books;" "I had the physician's, the surgeon's and the apothecary's assistance."

"John's and Eliza's books." Will you correct this sentence, and give the Rule for it?

(5.) and children's lot to suffer great calamities."

"Peter's, John's and Andrew's "Not only the counsel's and atoccupation, was that of fishermen."

"It was the men's, (4.) women's "This measure gained the king, as well as the people's approbation."

torney's but the judge's opinion also, favored his cause."

2. In poetry, the additional s is frequently omitted, but the apostrophe retained, in the same manner as in substantives of the plural number ending in s; as, "The wrath of Peleus' son." This seems not so allowable in prose, which the following erroneous example will demonstrate: "Moses' minister;" "Phinelas' wife;" "Festus came into Felix' room;" "These answers were made to the witness' questions." But in cases which would give too much of the hissing sound, or increase the difficulty of pronunciation, the omission takes place even in prose; as, "For righteousness' sake;" "For conscience' sake."

Is the additional s ever omitted? Give an example.

"If ye suffer for righteousness's "And he cast himself down at Jesus feet.' sake, happy are ye."

" Moses rod was turned into a "Ye should be subject for conscience's sake."

serpent."

"For Herodias sake, his brother Philips wife."

(1.) Rule I. (2.) "Asa's heart." (3.) Or possessive. (4.) "Men" is here in the possessive case, the apostrophe being understood; therefore apply Rule 1. '5.) "Men, women;" or, "It was the lot of," &cc.

3. Little explanatory circumstances are particularly awkward between a genitive case and the word which usually follows it; as, "She began to extol the farmer's, as she called him, excellent understanding." It ought to be, "the excellent understanding of the farmer, as she called him."

"She began to extol the farmer's, as she called him, excellent understanding." Will you correct this sentence, and give the Rule for it?

the prodigal's, as he was called, senseless and extravagant conduct." (1.)

"They very justly condemned "They implicitly obeyed the protector's, as they called him, imperious mandates."

4. When a sentence consists of terms signifying a name and an office, or of any expressions by which one part is descriptive or explanatory of the other, it may occasion some doubt to which of them the sign of the genitive case should be annexed; or whether it should be subjoined to them both. Thus, some would say, "I left the parcel at Smith's the bookseller;" others, "at Smith the bookseller's;" and perhaps others, "at Smith's the bookseller's." The first of these forms is most agreeable to the English idiom; and if the addition consists of two or more words, the case seems to be less dubious; as, "I left the parcel at Smith's, the bookseller and stationer." But as this subject requires a little further explanation, to make it intelligible to the learners, we shall add a few observations tending to unfold its principles.

A phrase in which the words are so connected and dependent, as to admit of no pause before the conclusion, necessarily requires the genitive sign at or near the end of the phrase; as, "Whose prerogative is it?" "It is the king of Great Britain's ;" "That is the duke of Bridgewater's canal;" "The bishop of Landaff's excellent book;" "The Lord Mayor of London's author-

ity;" "The captain of the guard's house."

When words in apposition follow each other in quick succession, it seems also most agreeable to our idiom, to give the sign of the genitive a similar situation; especially if the noun which governs the genitive be expressed; as, "The emperor Leopold's;" "Dionysius the tyrant's;" "For David my servant's sake;" "Give me John the Baptist's head;" "Paul the apostle's advice." But when a pause is proper, and the governing noun not expressed; and when the latter part of the sentence is extended; it appears to be requisite that the sign should be applied to the first genitive, and understood to the other; as, "I reside at lord Stormont's, my old patron and benefactor;"
"Whose glory did he emulate? He emulated Cæsar's, the greatest general of antiquity." In the following sentences, it would be very awkward to place the sign either at the end of each of the clauses, or at the end of the latter on alone: "These psalms are David's, the king, priest, and prophet of the Jew-ish people;" "We staid a month at lord Lyttleton's, the comment of his coun-try, and the friend of every virtue." The sign of the genitive case may very properly be understood at the end of these members, an ellipsis at the latter part of sentences being a common construction in our language; as the learner will see by one or two examples: "They wished to submit, but he did not;" that is, "he did not wish to submit." "He said it was their concern, but not his;" that is, "not his concern."

If we annex the sign of the genitive to the end of the last clause only, we shall perceive that a resting-place is wanted, and that the connecting circumstance is placed too remotely, to be either perspicuous or agreeable; as, "Whose glory did he emulate? He emulated Cæsar, the greatest general of antiquity's;" "These psalms are David, the king, priest, and prophet of the Jewish people's." It is much better to say, "This is Paul's advice, the Christian hero, and great apostle of the gentiles," than "This is Paul the Christian hero, and great apostle of the gentiles," than "This is Paul the Christian hero, and great apostle of the gentiles' advice." On the other hand, the application of the gentiles sign to both or all of the nouns in apposition, would be generally harsh and displeasing, and perhaps in some cases incorrect; as, "The emperor's Leopold's;" "King's George's;" "Charles's the Second's;"

"The parcel was left at Smith's the bookseller's and stationer's." The rules which we have endeavored to elucidate will prevent the inconvenience of both these modes of expression; and they appear to be simple, perspicuous, and consistent with the idiom of the language.

Which is most agreeable to the English idiom, to say, "Smith's the bookseller," or "Smith the bookseller's"? When the words are connected and

dependent, where is the genitive (1.) sign to be placed?

When words in apposition follow each other in quick succession, where should the sign of the genitive be placed? What effect is perceived if we annex the sign of the genitive to the end of the last clause only of the sentence? Give an example. What is the effect of applying the genitive sign to both or all the nouns in apposition? Give an example.

"I bought the knives at Johnson's (2.) the cutler's." (3.)

"The silk was purchased at Brown's the mercer's and haberdasher's."

"Lord Feversham the general's tent." (4.)

"This palace had been the grand

sultan's Mahomet's."

"I will not for David's thy father's sake."

"He took refuge at the governor, the king's representative's."

"Whose (5.) works are these? They are Cicero, the most eloquent of men's.

5. The English genitive has often an unpleasant sound; so that we daily make more use of the particle of, to express the same relation. There is something awkward in the following sentences, in which this method has not been taken: "The general, in the army's name, published a declaration;"
"The commons' vote;" "The lords' house;" "Unless he is very ignorant
of the kingdom's condition." It were certainly better to say, "In the name
of the army;" "The votes of the commons;" "The house of lords;" "The
condition of the kingdom." It is also rather harsh to use two English genitives with the same substantive; as, "Whom he acquainted with the pope's and the king's pleasure." "The pleasure of the pope and the king," would have been better.

We sometimes meet with three substantives dependent on one another, and connected by the preposition of applied to each of them; as, "The severity of the distress of the son of the king, touched the nation;" but this mode of expression is not to be recommended. It would be better to say, "The severe distress of the king's son touched the nation." We have a striking instance of this laborious mode of expression, in the following sentence: "Of some of the books of each of these classes of literature, a cata-

logue will be given at the end of the work."

"In the army's name." How may this expression be altered for the bet-

"It was necessary to have both "The world's government is not left to chance." (6.) the physician's and the surgeon's advice." (9.) "She married my son's wife's

brother." (7.)

"This is my wife's brother's part-

ner's house." (8.)

"The extent of the prerogative of the king of England is sufficiently ascertained "

6. In some cases, we use both the genitive termination and the preposition of; as, "It is a discovery of Sir Isaac Newton's." Sometimes, indeed, unless we throw the sentence into another form, this method is absolutely necessary, in order to distinguish the sense, and to give the idea of property, strict-

^{(2.) &}quot;Johnson's shop." Rule I. Or possessive. (3.) " cutler." See Note I. under this Rule.

(4.) "The tent of lord," &c. (5.) 431.

government of the world," (7.) "the brother of my son's wife."

house belongs to the partner of my wife's brother." (9.) "the advice (6.) " The (9.) " the advice both of."

ly so called, which is the most important of the relations expressed by the genitive case; for the expressions, "This picture of my friend," and "This picture of my friend's," suggest very different ideas. The latter only is that of property, in the strictest sense. The idea would, doubtless, be conveyed in a better manner, by saying, "This picture, belonging to my friend."

When this double genitive, as some grammarians term it, is not necessary to distinguish the sense, and especially in a grave style, it is generally omitted. Except to prevent ambiguity, it seems to be allowable only in cases which suppose the existence of a plurality of subjects of the same kind. In the expressions, "A subject of the emperor's;" "A sentiment of my brother's;" more than one subject, and one sentiment, are supposed to belong to the possessor. But when this plurality is neither intimated, nor necessarily supposed, the double genitive, except as before mentioned, should not be used; as, "This house of the governor is very commodious;" "The crown of the king was stolen;" "That privilege of the scholar was never abused." But, after all that can be said for this double genitive, as it is termed, some grammarians think that it would be better to avoid the use of it altogether, and to give the sentiment another form of expression.

Are there any cases in which we use both the genitive termination and the preposition of? Give an example. Is this double genitive ever omitted?

"That picture of the king's does not much resemble (1.) him."

is much encumbered." "That is the eldest son of the "These pictures of the king (2.) were sent to him from Italy." king of England's."

7. When an entire clause of a sentence, beginning with a participle of the present tense, is used as one name, or to express one idea or circumstance, the noun on which it depends may be put in the genitive case: thus, instead of saying, "What is the reason of this person dismissing his servant so hastily?" that is, "What is the reason of this person in dismissing his servant so hastily?" we may say, and perhaps ought to say, "What is the reason of this person's dismissing of his servant so hastily?" just as we say, "What is the reason of this person's hasty dismission of his servant?" So also we say, "I remember it being reckoned a great exploit;" or, more properly, "I remember it being reckoned," &c. The following sentence is correct and proper: "Much will depend on the pupil's composing, but more on his reading frequently." It would not be accurate to say, "Much will depend on the pupil composing," &c. We also properly say, "This will be the effect of the pupil's composing frequently;" instead of "of the pupil composing frequently."

"What is the reason of this person dismissing his servant so hastily?" Will you correct this sentence, and give the rule for it?

"What (3.) can be the cause of the parliament neglecting so important a business."

" Much depends on this rule being

observed."

"The time of William making , the experiment, at length arrived.'

"It is very probable that this assembly was called, to clear some doubt which the king had about the lawfulness of

the Hollanders their throwing off the monarchy of Spain, and their withdrawing entirely their allegiance to that crown."

"This estate of the corporation's

"If we alter the situation of any of the words, we shall presently be sensible of the melody suffering."

"Such will ever be the effect of youth associating with vicious companions."

RULE VIII.

Corresponding with Murray's Grammar, RULE XI.

Active transitive verbs govern the objective case.

In English, the nominative case, denoting the subject, usually goes before the verb; and the objective case, denoting the object, follows the verb active; and it is the order that determines the case in nouns; as, "Alexander conquered the Persians." But the pronoun, having a proper form for each of those cases, is sometimes, when it is in the objective case, placed before the verb; and, when it is in the nominative case, follows the object and verb; as,

"Whom ye ignorantly worship, him declare I unto you."

This position of the pronoun sometimes occasions its proper case and government to be neglected; as in the following instances: "Who should I esteem more than the wise and good?" "By the character of those who you choose for your friends, your own is likely to be formed." "Those are the persons who he thought true to his interests." "Who should I see the other day but my old friend?" "Whosoever the court favors." In all these places, it ought to be whom, the relative being governed in the objective case by the verbs esteem, choose, thought, &c. "He, who, under all proper circumstances, has the boldness to speak truth, choose for thy friend;" it should be

"him who," &c.

Verbs neuter and intransitive do not act upon, or govern, nouns and pro-us. "He sleeps," "they muse," &c., are not transitive. They are, therefore, not followed by an objective case, specifying the object of an action. But when this case, or an object of action, comes after such verbs, though it may carry the appearance of being governed by them, it is affected by a preposition or some other word understood; as, "He resided many years [that is, for or during many years] in that street;" "He rode several miles [that is, for or through the space of several miles] on that day;" "He lay an hour [that is, during an hour] in great torture." In the phrases, "To dream a dream," "To live a virtuous life," "To run a race," "To walk the horse," "To dance the child," the verbs certainly assume a transitive form, and may not, in these cases, be improperly denominated transitive verbs.

How is the nominative case usually known in English? How the objective? Do neuter verbs govern nouns and pronouns? In the phrase, "He resided many years in that street," how do you parse years? When verbs. naturally neuter assume a transitive form, what may they then be called?

"They who opulence has made proud, and who luxury has corrupted, cannot relish the simple pleasures of nature."

"You have reason to dread his wrath, which one day (1.) will destroy ye both.'

" Who have I reason to love so (2.) much (2.) as this friend (3.) of my youth?"

"Ye, who were dead, hath he quickened."

" Who did they entertain so freely ?''

"The man who he raised from obscurity, is dead."

"Ye only have I known of all the families of the earth."

"He and they we know, but who (4.) are you?"

" She that is idle and mischievous, reprove sharply."

"Who did they send to him on so important an errand?"

"That is the friend (4.) who you must receive cordially, and who you cannot esteem too highly."

"He invited my brother and I to see and examine (3.) his li-

brary."

"He who committed the offence, you should correct, not I, who am innocent."

"We should fear and obey the Author of our being, even He who has power to reward or punish us forever."

"They who he had most (5.) injured, he had the greatest reason to love."

1. Some writers, however, use certain neuter or intransitive verbs as if they were transitive, putting after them the objective case, agreeably to the French construction of reciprocal verbs; but this custom is so foreign to the idiom of the English tongue, that it ought not to be adopted or imitated. The following are some instances of this practice: "Repenting him of his design." "The king soon found reason to repent him of his provoking such dangerous enemies." The popular lords did not fail to enlarge themselves on the subject." "The nearer his successes approached him to the throne." "Go, flee thee away into the land of Judah." "I think it by no means a fit and decent thing to vie charities," &c. "They have spent their whole time and pains to agree the sacred with the profane chronology."

"Repenting him of his design." Will you repeat the note which shows this sentence to be incorrect?

"Though he now takes pleasure in them, he will one day (1.) repent him (2.) of indulgences so unwarrantable."

"The nearer his virtues approached him to the great example

before him, the humbler he grew."

"It will be very difficult to agree his conduct with (3.), the principles he professes.

2. Active-transitive verbs are sometimes as improperly made neuter or intransitive; as, "I must premise with three circumstances;" "Those who think to ingratiate with him by/calumniating me."

"I must premise with three circumstances." Will you correct this sentence, and give the rule for it?

"To ingratiate (4.) with some by "I shall premise with two or traducing others, marks a base and despicable mind."

three general observations."

3. The neuter verb (5.) is varied like the active; but, having, in some degree, the nature of the passive, it admits, in many instances, of the passive form, retaining still the neuter signification, chiefly in such verbs as signify some sort of motion, or change of place or condition; as, "I am come;" "I was gone;" "I am grown;" "I was fallen." The following examples, however, appear to be erroneous, in giving the neuter verbs a passive form, instead of an active one: "The rule of our holy religion, from which we are infinitely swerved."
"The whole obligation of that law and covenant was also ceased." "Whose number was now amounted to three hundred." "This mareschal, upon some discontent, was entered into a conspiracy against his master." "At the end of a campaign, when half the men are deserted or killed." It should be, "have swerved," "had ceased," &c.

"I am come." Why should not this be "I have come"?

"If such maxims and such practices (6.) prevail, what has (7.) become of decency and virtue?"

"I have come, according to the time proposed; but I have fallen upon an evil hour."

"The mighty rivals are now at length agreed."

"The influence of his corrupt example was (8.) then entirely ceased.'

"He was entered into the connection before the consequences were considered."

^(1.) Rule XXII. (2.) "repent of." (4.) "ingratiate ourselves." (5.) By (3.) "to make - agree with," &c. (5.) By neuter and active, Mr. Murray here means what in this work are styled intransitive and transitive verbs. (6.) Rule XI (7.) " is become." (8.) " had."

RULE XV. When two or more nouns, or nouns and pronouns, signifying the same thing, come together, they are put by apposition in the same case.

The examples which follow may be corrected by this Rule or the follow-

4. The verb to be, through all its variations, has the same case after it as that which next precedes it. "I am he whom they invited." "It may be (or, it might have been) he, but it cannot be <math>(or, could not have been) I." "It is impossible to be they." "It seems to have been he who conducted himself so wisely." "It appeared to be she that transacted the business." "I understood it to be him." "I believe it to have been them." "We at first took it to be her; but were afterwards convinced that it was not she," "He is not the person who it seemed he was." "He is really the person who he appeared to be." "She is not now the woman whom they represented her to have been." "Whom do you fancy him to be?" By these examples, it appears that this substantive verb has no government of case; but serves, in all its forms, as a conductor to the cases; so that the two cases which, in the construction of the sentence, are the next before and after it, must always be alike. Perhaps this subject will be more intelligible to the learner, by observing, that the words in the cases preceding and following the verb to be, may be said to be in apposition to each other. Thus, in the sentence, "I understood it to be him," the words it and him are in apposition; that is, "they refer to the same thing, and are in the same case."

The following sentences contain deviations from the rule, and exhibit the pronoun in a wrong case. "It might have been him, but there is no proof of it." "Though I was blamed, it could not have been me." "I saw one whom I took to be she." "She is the person, who I understood it to have been." "Who do you think me to be?" "Whom do men say that I am?" "And

whom think ye that I am ?"

Passive verbs, which signify naming, &c., have the same case before and after them; as, "He was called Cæsar;" "She was named Penelope;" "Homer is styled the prince of poets;" "James was created a duke;" "The general was saluted emperor;" "The professor was appointed tutor to the prince."

"I am him whom they invited." Will you correct this sentence, and give

the rule for it?

* " Well may you be afraid; it is him indeed."

"I would act the same part, if I were him, (1.) or in his situation."

"Search the Scriptures, for in them ye think ye have eternal life; and they are them which testify of me.'

"Be composed: it is me: you have no cause for fear."

"I cannot tell who has befriended me, unless it is him from whom I have received many benefits."

"I know not whether it were

them (2.) who conducted the business; but I am certain it was not him."

"He so much resembled my brother, that, at first sight, I took it to be he."

"After all their professions, is it possible to be them?"

"It could not have been her, for she always behaves discreet-

"If it was not him, who do you imagine it to have been?"

"Who do you think him to be?" "Whom do the people say that we are?"

^{*} When the verb to be is understood, it has the same case, before and after it, as *When the verb to be is understood, it has the same case, before and after it, as when it is expressed; as, "He seems the leader of the party;" "He shall continue steward;" "They appointed me executor;" "'I supposed him a man of learning;"—that is, "He seems to be the leader of the party," &c. Nouns in apposition are in the same case; as, "Wo named the man Pompey;" "They may term Charles a visionary, but they cannot call him a deceiver;" "Hortensius died a martyr;" "The gentle Sidney lived the shepherd's friend."

(1.) Rule XV. (2.) "Ever some the percons"

5. The auxiliary let governs the objective case; as. "Let him beware;" "Let us judge candidly;" "Let them not presume;" "Let George study his lesson."

"Let us judge candidly." In what case is us? What is the rule?

"Whatever (1.) others do, let (2.) "Let them and we unite to opthou and I act wisely.' pose this growing (3.) evil."

RULE XII.

Corresponding with Murray's Grammar, RULE XII.

The infinitive mood may be governed by verbs, participles, adjectives, nouns and pronouns.

The preposition to, though generally used before the latter verb, is sometimes properly omitted; as, "I heard him say it;" instead of "to say it."

The verbs which have commonly other verbs following them, in the infinitive mood, without the sign to, are, bid, dare, need, make, see, hear, feel, and also let, not used as an auxiliary; and perhaps a few others; as, "I bade him do it;" "Ye dare not do it;" "I saw him do it;" "I heard him say it;" "Thou lettest him go."

Will you name the verbs which have commonly other verbs in the infinitive mood after them, without the sign to?

"It is better (4.) live on a little, (5.) than outlive a good deal."

"You ought not walk too hastily."

"I wish him not wrestle with his happiness."

"I need not to solicit him to do a kind action.''

"I dare not to proceed so hastily, lest I should give offence."

"I have seen some young persons to conduct themselves very discreetly."

1. In the following passages, the word to, the sign of the infinitive mood, where it is distinguished by Italic characters, is superfluous and improper: "I have observed some satirists to use," &c. "To see so many to make so little conscience of so great a sin." "It cannot but be a delightful spectacle to God and angels, to see a young person, besieged by powerful temptations on every side, to acquit himself gloriously, and resolutely to hold out against the most violent assaults; to behold one in the prime and flower of his age, that is courted by pleasures and honors, by the devil, and all the bewitching vanities of the world, to reject all these, and to cleave steadfastly unto God."

This mood has also been improperly used in the following places: "I am not like other men, to envy the talents I cannot reach." "Grammarians have denied, or at least doubted, them to be genuine." "That all our doings may be ordered by thy governance, to do always what is righteous in thy sight."

The infinitive is frequently governed by adjectives, substantives, and participles; as, "He is eager to learn;" "She is worthy to be loved;" "They have a desire to improve;" "Endeavoring to persuade."

The infinitive mood has much of the nature of a substantive, expressing the action itself which the verb signifies, as the participle has the nature of an ad-Thus the infinitive mood does the office of a substantive in different cases: in the nominative; as, "To play is pleasant:"-in the objective; as, "Boys love to play;" "For to will is present with me; but to perform that which is good, I find not."

The infinitive mood is often made absolute, or used independently on the rest of the sentence, supplying the place of the conjunction that with the potential mood; as, "To confess the truth, I was in fault;" "To begin with the first;" "To proceed;" "To conclude;"—that is, "That I may confess,"

"I have observed some satirists to use," &c. What is incorrect in this

In the expression, "He is eager to learn," will you parse to learn? What is the rule? (1.) "To play is pleasant." Will you parse to play, and give a rule for it? (1.) "To confess the truth, I was in fault." How is to confess parsed? What is the rule for it? (2.)

"It is a great support to virtue, when we see a good mind to maintain (3.) its patience and tranquillity, under injuries and affliction, and to cordially forgive its oppressors."

"It is the difference of their conduct, which makes us to approve the one, and to reject

the other."

"We should not be like many persons, to (4.) depreciate the virtues we (5.) do not possess."

"To see (6.) young persons who

are courted by health and pleasure, to resist all the allurements of vice, and to steadily pursue virtue and knowledge, is cheering and delightful to every good

"They acted with so much reserve, that some persons doubted them to be sincere."

"And the multitude wondered, when they saw the lame to walk, and the blind to see,"

RULE XXVI.

Corresponding with Murray's Grammar, RULE XIII.

In the use of words and phrases which, in point of time, relate to each other, a due regard to that relation should be observed. Instead of saying, "The Lord hath given, and the Lord hath taken away," we should say, "The Lord gave, and the Lord hath taken away." Instead of, "I remember the family more than twenty years," it should be, "I have remembered the family more than twenty years."

It is not easy to give particular rules for the management of the moods and tenses of verbs with respect to one another, so that they may be proper and consistent. The best rule that can be given, is this very general one—"To observe what the sense necessarily requires." It may, however, be of use to give a few examples of irregular construction. "The last week I intended to have written," is a very common phrase; the infinitive being in the past time, as well as the verb which it follows. But it is certainly wrong; for how long soever it now is since I thought of writing to active was then present to long soever it now is since I thought of writing, to write was then present to me, and must still be considered as present, when I bring back that time, and the thoughts of it. It ought, therefore, to be, "The last week I intended to write." The following sentences are also erroneous: "I cannot excuse the remissness of those whose business it should have been, as it certainly was their interest, to have interposed their good offices." "There were two circumstances which made it necessary for them to have lost no time." "History painters would have found it difficult to have invented such a species of beings." They ought to be, to interpose, to lose, to invent. "On the morrow, because he would have known the certainty wherefore he was accused of the Jews, he loosed him." It ought to be, "because he would know," or, rather, "being willing to know." "The blind man said unto him, Lord, that I might

^(2.) Note XII. LVIII. (3.) For to maintain read maintain. (4) "who." (5) "they." (6.) Note XIII. (7.) "the sincerial size of the sincerial size of the sincerial size of the (7.) "their sincerity."

receive my sight." "If by any means I might attain unto the resurrection of the dead." May, in both places, would have been better. "From his biblical knowledge, he appears to study the Scriptures with great attention;" "to have studied," &c. "I feared that I should have lost it, before I arrived at the city;" "should lose it." "I had rather walk;" it should be, "I would rather walk." "It would have afforded me no satisfaction, if I could perform it." it would have afforded me no satisfaction, if I could perform it;" it should be, "if I could have performed it;" or, "It would afford me no satisfaction, if I could perform it."

To preserve consistency in the time of verbs, we must recollect that, in the subjunctive mood, the present and imperfect tenses often carry with them a future sense; and that the auxiliaries should and would, in the imperfect times,

are used to express the present or future, as well as the past.

"I intended to have written." Will you point out the incorrectness of this sentence, and give a rule for it?

"The next new year's day I shall be (1.) at school three years."

"And he that was dead (2.) sat up, and began to speak.

"I should be obliged to him, if he will gratify me in that

particular."

"And the multitude wondered, when they saw the dumb to speak, the maimed to be whole, the lame walk, and the blind seeing." (3.)

"I have compassion on the multitude, because they continue with me now three days."

"In the treasury belonging to the cathedral in this city is preserved (4.) with the greatest veneration, for upwards of six hundred years, a dish which they pretend to be made of emerald."

"The court of Rome gladly laid

hold on all the opportunities, which the imprudence, weakness, or necessities of princes afford it, to extend its authority."

"Fierce as he moved, his silver

shafts resound."

"They maintained that scripture conclusion, that all mankind rise from one head."

"John will earn his wages when his service is completed."

"Ye will not come unto me that ye might have life."

"Be that as it will, he cannot justify his conduct."

"I have been at London a year, and seen the king last summer."

"After we visited London, we returned, content and thankful, to our retired and peaceful habitation."

1. It is proper further to observe, that verbs of the infinitive mood in the following form—to write, to be writing, and to be written—always denote something contemporary with the time of the governing verb, or subsequent to it; but when verbs of that mood are expressed as follows—to have been writing, to have written, and to have been written—they always denote something antecedent to the time of the governing verb. This remark is thought to be of importance; for, if duly attended to, it will, in most cases, be sufficient to direct

us in the relative application of these tenses.

The following sentence is properly and analogically expressed: "I found him better than I expected to find him." "Expected to have found him," is irreconcilable alike to grammar and to sense. Indeed, all verbs expressive of hope, desire, intention, or command, must invariably be followed by the present, and not the perfect of the infinitive. Every person would perceive an error in this expression—"It is long since I commanded him to have done it;" yet "expected to have found," is no better. It is as clear that the finding must be posterior to the expectation, as that the obedience must be posterior to the command.

In the sentence which follows, the verb is with propriety put in the perfect tense of the infinitive mood: "It would have afforded me great pleasure, as

^{(1.) &}quot;shall have been." (2.) "had been dead." (3.) See the last example under the preceding Rule. (4.) "a dish has been preserved."

often as I reflected upon it, to have been the messenger of such intelligence." As the message, in this instance, was antecedent to the pleasure, and not contemporary with it, the verb expressive of the message must denote that antecedence, by being in the perfect of the infinitive. If the message and the pleasure had been referred to as contemporary, the subsequent verb would, with equal propriety, have been put in the present of the infinitive; as, "It would have afforded me great pleasure, to be the messenger of such intelligence." In the former instance, the phrase in question is equivalent to these words—"If I had been the messenger;" in the latter instance, to this expression-" Being the messenger."

It is proper to inform the learner, that, in order to express the past time with the defective verb ought, the perfect of the infinitive must always be used; as, "He ought to have done it." When we use this verb, this is the

only possible way to distinguish the past from the present.

In support of the positions advanced under this rule, we can produce the sentiments of eminent grammarians; amongst whom are Lowth and Campbell. But there are some writers on grammar who strenuously maintain, that the governed verb in the infinitive ought to be in the past tense, when the verb which governs it is in the past time. Though this cannot be admitted, in the instances which are controverted under this rule, or in any instances of a simslar nature; yet there can be no doubt that, in many cases, in which the thing referred to preceded the governing verb, it would be proper and allowable. We may say, "From a conversation I once had with him, he appeared to have studied Homer with great care and judgment." It would be proper also to say, "From his conversation, he appears to have studied Homer with great care and judgment;" "That unhappy man is supposed to have died by violence." These examples are not only consistent with our rule, but they confirm and illustrate it. It is the tense of the governing verb only, that marks what is called the absolute time; the tense of the verb governed marks solely its relative time with respect to the other.

To assert, as some writers do, that verbs in the infinitive mood have no tenses, no relative distinctions of present, past and future, is inconsistent with just grammatical views of the subject. That these verbs associate with verbs in all the tenses, is no proof of their having no peculiar time of their own. Whatever period the governing verb assumes, whether present, past, or fu-ture, the governed verb in the infinitive always respects that period, and its time is calculated from it. Thus, the time of the infinitive may be before, after, or the same as, the time of the governing verb, according as the thing sig-nified by the infinitive is supposed to be before, after, or present with the thing denoted by the governing verb. It is, therefore, with great propriety, that tenses are assigned to verbs of the infinitive mood. The point of time from which they are computed, is of no consequence; since present, past, and fu-

ture, are completely applicable to them.

We shall conclude our observations under this rule, by remarking, that, though it is often proper to use the perfect of the infinitive after the governing verb, yet there are particular cases in which it would be better to give the expression a different form. Thus, instead of saying, "I wish to have written to him sooner," "I then wished to have written to him sooner," "He will one day wish to have written sooner;" it would be more perspicuous and forcible, as well as more agreeable to the practice of good writers, to say, "I wish that I had written to him sooner," "I then wished that I had written to him cooner," "He will one day wish that he had written sooner." Should the justness of these strictures be admitted, there would still be numerous occasions for the use of the past infinitive; as we may perceive by a few examples: "It would ever afterwards have been a source of pleasure, to have found him wise and virtuous." "To have deferred his repentance longer, would have disqualified him for repenting at all." "They will then see, that to have faithfully performed their duty, would have been their greatest consolation."

"I expected to have found him." Will you correct this sentence, and give a rule for it? What tense of the infinitive must be used to express past time with the defective verb ought? Give an example. Is it proper ever to use the perfect of the infinitive after the governing verb? Give an example.

"I purpose to go to London in a few months, and after I shall finish (1.) my business there, to proceed (2.) to America."

to proceed (2.) to America."

"These prosecutions of William seem to be the most iniquitous measures pursued by the court during the time that

the use of parliaments was suspended."

"From the little conversation I had with him, he appeared to have been a man of letters."

"I always intended to have rewarded my son according to

his merit.'

"It would, on reflection, have given me great satisfaction, to relieve him from that distressed situation."

"It required so much care, that I thought I should have lost it before I reached home."

"We have done no more than it was our duty to have done."

"He would have assisted one of his friends, if he could do it without injuring the other; but as that could not have been done, he avoided all interference."

"Must it not be expected that he
would have defended an authority, which had been so

long exercised without controversy?" (3.)

"These enemies of Christianity were confounded, whilst they were expecting to have found an opportunity to have betrayed its author."

"His sea-sickness was so great, that I often feared he would have died before our arrival."

"If these persons had intended to deceive, they would have taken care to have avoided what would expose them to the objections of their opponents."

"It was a pleasure to have received his approbation of my labors, for which I cordially

thanked him."

"It would have afforded me still greater pleasure, to receive his approbation at an earlier period; but to receive (4.) it at all, reflected credit upon me."

"To be censured by him, would soon have proved an insuper-

able discouragement."
"Him portioned maids, appren-

ticed orphans blest, The young who labor, and the

old who rest."

"The doctor, in his lecture, said, that fever always produced thirst."

RULE MIV.

Corresponding with Murray's Grammar, RULE XIV.

Active participles from active transitive verbs govern the objective case.

"Esteeming (5.) theirselves wise, they became fools."

"Suspecting not only ye, but they also, I was studious to avoid all intercourse."

"I could not avoid considering, (6.) in some degree, they as enemies to me; and he as a suspicious friend."

"From having exposed (7.) hisself too freely, in different climates, he entirely lost his health."

1. Participles are sometimes governed by the article; for the present participle, with the definite article the before it, becomes a substantive, and must have the preposition of after it; as, "These are the rules of grammar, by the observing of which, you may avoid mistakes." It would not be proper to

^{(1.) &}quot;shall have finished." (2.) Rule IX. (3.) "Might it not have been," &c. (4.) "to have received." Note XIII. (5.) Rule XIII. (6.) Rule VIII. (7.) 561.

say, "by the observing which," nor, "by observing of which;" but the plirase, without either article or preposition, would be right; as, "by observing which." The article a or an has the same effect; as, "This was a be-

traying of the trust reposed in him."

This rule arises from the nature and idiom of our language, and from as plain a principle as any on which it is founded; namely, that a word which has the article before it, and the possessive preposition of after it, must be a noun; and, if a noun, it ought to follow the construction of a noun, and not to have the regimen of a verb. It is the participial termination of this sort of words, that is apt to deceive us, and make us treat them as if they were of an amphibious species, partly nouns and partly verbs.

The following are a few examples of the violation of this rule: "He was sent to prepare the way by preaching of repentance;" it ought to be, "by the preaching of repentance," or, "by preaching repentance." "By the continpreaching of rependance," or, "by preaching rependance," By the continual mortifying our corrupt affections;" it should be, "by the continual mortifying of," or, "by continually mortifying our corrupt affections." "They laid out themselves towards the advancing and promoting the good of it;" towards advancing and promoting the good." "It is an overvaluing ourselves, to reduce every thing to the narrow measure of our capacities;" "it is overvaluing ourselves," or, "an overvaluing of ourselves." "Keeping of our capacities is a covervaluing of ourselves." "Keeping of our day." one day in seven," &c.; it ought to be, "the keeping of one day," or, "keeping one day."

A phrase in which the article precedes the present participle, and the possessive preposition follows it, will not, in every instance, convey the same meaning as would be conveyed by the participle without the article and preposition. "He expressed the pleasure he had in the hearing of the philosopher," is capable of a different sense from, "He expressed the pleasure he had in hearing the philosopher." When, therefore, we wish, for the sake of harmony or variety, to substitute one of these phraseologies for the other, we should previously consider whether they are perfectly similar in the sentiments

they convey.

"By the observing of which." Will you parse observing? Rule for it? What words in this sentence may be omitted with propriety? Would it be proper to omit one of them only?

"By observing of truth, you will command esteem, as well as

secure peace.'

"He prepared them for this event. by the sending to them proper information.

"A person may be great or rich by chance; but cannot be wise or good without the taking pains for it."

"Nothing could have made her so unhappy, as the marrying a man who possessed such

principles."

"The changing times and seasons, the removing and setting up kings, belong to Providence alone."

"The middle station of life seems to be the most advantageously

situated for gaining of wis-Poverty turns our thoughts too much upon the supplying our wants; and riches upon the enjoying our superfluities.'

"Pliny, speaking of Cato the Censor's disapproving the Grecian orators, expressed

himself thus."

"Propriety of pronunciation is the giving to every word that sound, which the most polite usage of the language appropriates to it."

"The not attending (1.) to this rule, is the cause (2.) of a very common error."

"This was in fact a converting the deposite to his own use.

2. The same observations which have been made respecting the effect of the article and participle, appear to be applicable to the pronoun and participle, when they are similarly associated; as, "Much depends on their observ-

ing of the rule, and error will be the consequence of their neglecting of it;" instead of "their observing the rule, and their neglecting it." We shall perceive this more clearly, if we substitute a noun for the pronoun; as, "Much depends upon Tyro's observing of the rule," &c. But, as this construction sounds rather harshly, it would, in general, be better to express the sentiment in the following, or some other form: "Much depends on the rule's being observed; and error will be the consequence on its being neglected:" or, "on observing the rule;" and, "of neglecting it." This remark may be applied to several other modes of expression to be found in this work; which, though they are contended for as strictly correct, are not always the most eligible, on account of their unpleasant sound.

We sometimes meet with expressions like the following: "In forming of his sentences, he was very exact;" "From calling of names, he proceeded to blows." But this is incorrect language; for prepositions do not, like articles and pronouns, convert the participle itself into the nature of a substantive; as we have shown above in the phrase, "by observing which." And yet the participle, with its adjuncts, may be considered as a substantive phrase in the objective case, governed by the preposition or verb, expressed or understood; as, "By promising much, and performing but little, we become despicable;" "He studied to avoid expressing himself too severely."

"Much depends on their observing of the rule." Would this sentence be

correct if the preposition of were omitted? Will you repeat the note? .

"There will be no danger of their (1.) spoiling their faces, or of their gaining converts."

" For his avoiding that precipice, he is indebted to his friend's care."

"It was from our misunderstand-

ing the directions, that we lost our way.'

"In tracing of his history, we discover little that is worthy of imitation."

"By reading of books written by the best authors, his mind became highly improved."

3. As the perfect participle and the imperfect tense are sometimes different in their form, care must be taken that they be not indiscriminately used. It is frequently said, "He begun," for "he began;" "He run," for "he ran;" "He drunk," for "he drank;" the participle being here used instead of the imperfect tense: and much more frequently the imperfect tense instead of the participle; as, "I had wrote," for "I had written;" "I was chose," for "I was chosen;" "I have eat," for "I have eaten." "His words were interwove with sighs;" "were interwoven." "He would have spoke;" "poken." "He hath bore witness to his faithful servants;" "borne." "By this means he overrun his guide;" "overran." "The sun has rose;" "risen." "His constitution has been greatly shook, but his mind is too strong to be shook by such causes;" "shaken," in both places. "They were verses wrote on glass;" "written." "Philosophers have often mistook the source of true happiness;" it ought to be, "mistaken."

The participle ending in ed is often improperly contracted by changing ed into t; as, "In good behavior he is not surpast by any pupil of the school;" She was much distrest;" they ought to be, "surpassed," "distressed."

Is it correct to say, "He begun"? What is wrong in the expression? Will you repeat Note 3? Can the participle ending in ed be contracted to t, with propriety?

"By too eager pursuit, he run a great risk of being disappointed." (2.)

" He had not long enjoyed repose, before he began to be weary of having nothing to do."

"He was greatly heated, and drunk with avidity."

"Though his conduct was, in some respects, exceptionable, yet he dared not commit so great an offence as that which was proposed to him."

" A second deluge learning thus o'errun,

And the monks finished what the

Goths begun."

"If some events had not fell out very unexpectedly, I should have been present."

"He would have went with us, had he been invited."

"He returned the goods which he had stole, and made all the reparation in his power."

"They have chose the part of

honor and virtue."

"His vices have weakened his mind, and broke his health."

"He had mistook his true interest, and found himself forsook by his former adherents."

"The bread that has been eat is

soon forgot."

"No contentions have arose amongst them since their reconciliation."

"The cloth had no seam, but was

wove throughout." "The French language is spoke

in every state in Europe." "His resolution was too strong to be shook by slight opposition."

"He was not much restrained afterwards, having took improper liberties at first."

"He has not yet wore off the rough manners which he

brought with him."

"You who have forsook your friends, are entitled to no confidence."

"They who have bore a part in the labor, shall share the re-

wards."

"When the rules have been wantonly broke, there can be no plea for favor."

"He writes as the best authors would have wrote, had they writ on the same subject.'

"He heapt up great riches, but past his time miserably."

"He talkt and stampt with such vehemence, that he was suspected to be insane."

RULE XXVII.

Corresponding with Murray's Grammar, RULE XV.

Adverbs, though they have no government of case, tense, &c., require an appropriate situation in the sentence, viz. for the most part, before adjectives, after verbs active or neuter, and frequently between the auxiliary and the verb; as, "He made a very sensible discourse; he spoke unaffectedly and forcibly, and was attentively heard by the whole assembly."

A few instances of erroneous positions of adverbs may serve to illustrate the rule. "He must not expect to find study agreeable always;" "always agreeable." "We always find them ready when we want them;" "we find them always ready," &c. "Dissertations on the prophecies which have remarkably been fulfilled;" "which have been remarkably." "Instead of looking contemptuously down on the crooked in mind or in boddy, we should beek not then the looking the contemptuously down on the crooked in mind or in boddy, we should beek not then the looking the contemptuously down on the crooked in mind or in boddy, we should beek not then the looking look up thankfully to God, who hath made us better;" "Instead of looking down contemptuously, &c., we should thankfully look up," &c. "If thou art blessed naturally with a good memory, continually exercise it;" "naturally blessed," &c. "exercise it continually."

Sometimes the adverb is placed with propriety before the verb, or at some distance after it; sometimes between the two auxiliaries; and sometimes after them both; as in the following examples: "Vice always creeps by degrees, and insensibly twines around us those concealed fetters, by which we are at last completely bound." "He encouraged the English barons to carry their opposition farther;" "They compelled him to declare that he would abjure the realm forever;" instead of, "to carry farther their opposition;" and

"to abjure forever the realm." "He has generally been reckoned an honest man;" "The book may always be had at such a place;" in preference to "has been generally," and "may be always." "These rules will be clearly understood, after they have been diligently studied," is preferable to, "These rules will clearly be understood, after they have diligently been studied."

From the preceding remarks and examples, it appears that no exact and determinate rule can be given for the placing of adverbs, on all occasions. The general rule may be of considerable use; but the easy flow and perspicu-

ity of the phrase, are the things which ought to be chiefly regarded.

The adverb there is often used as an expletive, or as a word that adds nothing to the sense; in which case it precedes the verb and the nominative noun; as, "There is a person at the door;" "There are some thieves in the house;" which would be as well, or better, expressed by saying, "A person is at the door;" "Some thieves are in the house." Sometimes, it is made use of to give a small degree of emphasis to the sentence; as, "There was a man sent from God, whose name was John." When it is applied in its strict sense, it principally follows the verb and the nominative case; as, "The man stands there."

What word is misplaced in the sentence, "He must not expect to find study agreeable always"? Will you correct the sentence, and give the Rule for the position of adverbs? How is the adverb sometimes placed with respect to the verb? With respect to the auxiliary?

"He was pleasing not often, (1.) because he was vain."

"William nobly acted, though he was unsuccessful."

"We may happily live, though our possessions are small."

"From whence (2.) we may date likewise the period of this

"It cannot be impertinent or ridiculous, therefore, to remon-

"He offered an apology, which not being admitted, he became submissive."

"These things should be never

separated."

"Unless he have more government of himself, he will be always discontented."

"Never (3.) sovereign was (4.) so much beloved by the people."

"He was determined to invite back the king, and to call together his friends."

"So well educated a boy gives

great hopes to his friends.'
"Not only he found her employed, but pleased and tranquil

also.''
"We always should prefer our

duty to our pleasure."
"It is impossible continually to

be at work."
"The heavenly bodies are in mo

'The heavenly bodies are in mo tion perpetually."

"Having not known, or having not considered, the measures proposed, he failed of success."

"My opinion was given on rather a (5.) cursory perusal of the book."

"It is too common with mankind, to be engrossed, and overcome totally, by present events."

"When the Romans were pressed with a foreign enemy, the women contributed all their rings and jewels voluntarily, to assist the government."

1. The adverb never generally precedes the verb; as, "I never was there;" "He never comes at a proper time." When an auxiliary is used, it is placed indifferently, either before or after this adverb; as, "He was never seen (or never was seen) to laugh from that time." Never seems to be improperly used in the following passages: "Ask me never so much dowry and gift." "If I make my hands never so clean." "Charm he never so wisely." The word ever would be more suitable to the sense:

How is the adverb never generally placed with respect to the verb? Give an example. Give an example where the word never is improperly used instead of ever.

"They could not persuade him, though they were never so eloquent."

"If some persons' opportunities were never so favorable, they would be indolent to improve them."

2. In imitation of the French idiom, the adverb of place where is often used instead of the pronoun relative and a preposition. "They framed a protestation, where they repeated all their former claims;" i. e. "in which they repeated." "The king was still determined to run forwards, in the same course where he was already, by his precipitate career, too fatally advanced;" i. e. "in which he was." But it would be better to avoid this mode of expression.

The adverbs hence, thence, and whence, imply a preposition; for they signify "from this place," "from that place," "from what place." It seems, therefore, strictly speaking, to be improper to join a preposition with them, because it is superfluous; as, "This is the leviathan, from whence the wits of our age are said to borrow their weapons;" "An ancient author prophesies from hence." But the origin of these words is little attended to, and the preposition from so often used in construction with them, that the omission of it, in many cases, would seem stiff, and be disagreeable.

The adverbs here, there, where, are often improperly applied to verbs signifying motion, instead of the adverbs hither, thither, whither; as, "He came here hastily;" "They rode there with speed." They should be, "He came

hither;" "They rode thither," &c.

"They framed a protestation where they repeated all their former claims." Will you correct this sentence, and repeat Note 2?

"He drew up a petition, where he too freely represented his own merits."

"His follies had reduced him to a situation where he had much to fear, and nothing to hope."

"It is reported that the prince will come here to-morrow."

"George is active; he walked there in less than an hour."

"Where are you all going in such

"Whither have they been since they left the city?"

3. We have some examples of adverbs being used for substantives: "In 1637, he erected it into a community of regulars, since when it has begun to increase in those countries as a religious order;" i. e. "since which time."

"A little while, and I shall not see you;" i. e. "a short time."

"It is worth their while;" i. e. "it deserves their time and pains." But this use of the word rather suits familiar than grave style. The same may be said of the phrase, "To do a thing anyhow," i. e. "in any manner:" or, "somehow," i. e. "in some manner." "Somehow, worthy as these people are, they are under the influence of prejudice."

Will you repeat this note, and give an example under it?

"Charles left the seminary too early, since when he has made very ment." (2.) little improve-

"Nothing is better worth the while (3.) of young persons, than the acquisition of knowledge and virtue."

^(1.) Rule XXII. (2.) "and from that time he," &c.; or, "and has since made," &c. (3.) "the time and attention of," &c.

RULE XIX.

Corresponding with Murray's Grammar, RULE XVI.

Two negatives, in the same simple sentence, are equivalent to an affirmative; as, "Nor did they not perceive him;" i. e. "They did perceive him."

It is better to express an affirmation by a regular affirmative, than by two separate negatives, as in the former sentence; but when one of the negatives is joined to another word, as in the latter sentence, the two negatives form a

pleasing and delicate variety of expression.

Some writers have improperly employed two negatives instead of one; as in the following instances: "I never did repent of doing good, nor shall not now;" "nor shall I now." "Never no imitator grew up to his author;" "never did any," &c. "I cannot by no means allow him what his argument must prove;" "I cannot by any means," &c.; or, "I can by no means." "Nor let no comforter approach me;" "nor let any comforter," &c. "Nor is danger ever apprehended in such a government, no more than we commonly apprehend danger from thunder or eartiquakes;" it should be, "any more." "Ariosto, Tasso, Galileo, no more than Raphael, were not born in republics;" "Neither Ariosto, Tasso, nor Galileo, any more than Raphael, was born in a republic."

Should we express an affirmation by an affirmative, or by two separate negatives? Will you give an example of the improper use of two negatives?

"Neither riches nor honors, nor no such perishing goods, can satisfy the desires of an immortal spirit."

"Be honest, nor take no shape nor semblance of disguise."

- "We need not, nor (1.) do not, confine his operations to narrow limits."
- "I am resolved not to comply with the proposal, neither at present, nor at any other time."

"There cannot be nothing more insignificant than vanity."

"Nothing never affected her so much, as this misconduct of her child."

"Do not interrupt me yourselves, nor let no one disturb my retirement."

"These people do not judge wisely, nor take no proper measure to effect their purpose."

- "The measure is so exceptionable, that we cannot by no means permit it."
- "I have received no information on the subject, neither from him nor from his friend."

"Precept nor discipline is not so forcible as example."

"The king nor the queen was not all deceived in the business."

RULE X.

Corresponding with Murray's Grammar, RULE XVII.

Prepositions govern the objective case.

The following are examples of the nominative case being used instead of the objective: "Who servest thou under?" "Who do you speak to?" "We are still much at a loss who civil power belongs to." "Who dost thou ask for?" "Associate not with those who none can speak well of." In all these places, it ought to be "whom."

The prepositions to and for are often understood, chiefly before the pronouns: as, "Give me the book;" "Get me some paper;" that is, "to me,"

"for me." "We is me;" i. e. "to me." "He was banished England;" i. e. " from England."

"Who do you speak to?" Will you correct this sentence, and explain why it is wrong? "Give me the book." What is understood in this sen-

tence?

"We are all accountable creatures,

each for hisself."

"They willingly, and of theirselves, endeavored to make up the differ-

"He laid the suspicion upon somebody, I know not who, in the company."

"I hope it is not I who (1.) he is displeased with."

"To poor we, there is not much hope

remaining."

"Does that boy know who he speaks

"What concord can subsist between those who commit crimes, and they (2.) who abhor them?" "The person who I travelled with,

to? Who does he offer such

"It was not he that they were so

has sold the horse which he rode on during our journey."

"It is not I he is engaged with." "Who did he receive that intelligence

language to ?"

angry with."

1. The preposition is often separated from the relative which it governs; as, "Whom wilt thou give it to?" instead of, "To whom wilt thou give it?"
"He is an author whom I am much delighted with;" "The world is too polite to shock authors with a truth, which generally their booksellers are the first that inform them of." This is an idiom to which our language is strongly inclined; it prevails in common conversation, and suits very well with the familiar style in writing: but the placing of the preposition before the relative is more graceful, as well as more perspicuous, and agrees much better with the solemn and elevated style.

Will you repeat this Note, and give an example under it?

"To have no one whom we heartily "He is a friend whom I am highly wish well to, and whom we are warmly concerned for, is a deplorable state."

indebted to."

2. Some writers separate the preposition from its noun, in order to connect different prepositions with the same noun; as, "To suppose the zodiac and planets to be efficient of, and antecedent to, themselves." This, whether in the familiar or the solemn style, is always inelegant, and should generally be avoided. In forms of law, and the like, where fulness and exactness of expression must take place of every other consideration, it may be admit-

Is it correct to separate the preposition from the noun which it governs? When may it be admitted?

"On these occasions, the pronoun is "They were refused entrance into, and governed by, (3.) and consequently forcibly driven from, the house." agrees with, the preceding word."

3. Different relations, and different senses, must be expressed by different prepositions, though in conjunction with the same verb or adjective. Thus we say, "To converse with a person, upon a subject, in a house," &c. We also say, "We are disappointed of a thing," when we cannot get it, " and disappointed of a thing," when we cannot get it, " and disappointed of a thing," when we cannot get it, " and disappointed of a thing," when we cannot get it, " and disappointed of a thing," when we cannot get it, " and disappointed of a thing," when we cannot get it, " and disappointed of a thing," when we cannot get it. pointed in it," when we have it, and find it does not answer our expectations. But two different prepositions must be improper in the same construction, and in the same sentence; as, "The combat between thirty French against twenty English."

In some cases, it is difficult to say, to which of two prepositions the preference is to be given, as both are used promiscuously, and custom has not decided in favor of either of them. We say, "Expert at," and "Expert in a thing;" "Expert at finding a remedy for his mistakes;" "Expert in decep-

tion.

When prepositions are subjoined to nouns, they are generally the same that are subjoined to the verbs from which the nouns are derived; as, "A compliance with," "to comply with," "A disposition to tyranny," "disposed to

Do we express different relations and different sense by the same, or a different preposition?

"We are often disappointed of things, which, before possession, promised much enjoyment."

"I have frequently desired their com-

pany, but have always hitherto been disappointed in that pleas-

4. As an accurate and appropriate use of the preposition is of great impor-

tance, we shall select a considerable number of examples of impropriety in the application of this part of speech.

application of this part of speech.

1st, With respect to the presion of. "He is resolved of going to the Persian court;" "on going," &c. "He was totally dependent of the Papal crown;" "on the Papal," &c. "To call of a person," and "to wait of him;" "on a person," &c. "He was eager of recommending it to his fellow-citizens;" "in recommending," &c. Of is sometimes omitted, and sometimes inserted, after worthy; as, "It is worthy observation," or, "of observation."

Put it would have been better posited in the following sentences: "The energy of the sentence of the sente But it would have been better omitted in the following sentences: "The emulation, who should serve their country best, no longer subsists among them, but of who should obtain the most lucrative command." "The rain hath been falling of a long time;" "falling a long time." "It is situation chiefly which decides of the fortune and characters of men;" "decides the fortune," or, "concerning the fortune." "He found the greatest difficulty of writing; "in writing." "It might have given me a greater taste of its antiquities." A taste of a thing implies actual enjoyment of it; but a taste for it, implies only a capacity for enjoyment. "This had a much greater share of inciting him, than any regard after his father's commands;" "share in inciting," and "regard to his father's," &c.

2d, With respect to the prepositions to and for. "You have bestowed your favors to the most deserving persons;" "upon the most deserving," &c. "He accused the ministers for betraying the Dutch;" "of having betrayed." "His abhorrence to that superstitious figure;" "of that," &c. "A great change to the better;" "for the better." "Your prejudice to my cause;" "against." "The English were very different people then to what they are at present;" "from what," &c. "In compliance to the declaration;" "with," &cc. "It is more than they thought for;" "thought of." "There is no need for it;" "of it." For is superfluous in the phrase, "More than he knows for." "No discouragement for the authors to proceed;" "to the authors," &c. It was perfectly in compliance to some persons;" "with." "The wisest princes need not think it any diminution to their greatness, or derogation to their sufficiency, to rely upon counsel;", "diminution of," and "derogation

from."

3d, With respect to the prepositions with and upon. "Reconciling himself with the king." "Those things which have the greatest resemblance with each other, frequently differ the most." "That such rejection should be consonant with our common nature." "Conformable with," &c. "The history of Peter is agreeable with the sacred texts." In all the above instances, it should be "to," instead of "with." "It is a use that, perhaps, I should not have thought on;" "thought of." "A greater quantity may be taken from the heap, without making any sensible alteration upon it;" "in it." "Intrusted to persons on whom the parliament could confide;" "in whom." "He was made much on at Argos;" "much of." "If policy can prevail upon force;" "over force." "I do likewise dissent with the examiner;" "from."

4th, With respect to the prepositions in, from, &c. "They should be informed in some parts of his character;" "about," or "concerning." "Upon such occasions as fell into their cognizance;" "under." "That variety of factions into which we are still engaged; "in which." "To restore myself into the favor;" "to the favor." "Could he have profited from his repeated experiences;" "by." From seems to be superfluous after forbear; as, "He could not forbear from appointing the pope," &c. "A strict observance after times and fashions;" "of times." "The character which we may now value ourselves by drawing;" "upon drawing." "Neither of them shall make me swerve out of the path;" "from the path." "Ye blind guides, which strain at a guat, and swallow a camel;" it ought to be, "which strain out a guat, or, take a guat out of the liquor by straining it." The impropriety of the preposition has wholly destroyed the meaning of the phrase.

The preposition among generally implies a number of things. It cannot be properly used in conjunction with the word every, which is in the singular number; as, "Which is found among every species of liberty;" "The opinion

seems to gain ground among every body."

"He is resolved of going to the Persian court." Will you correct this sentence? "You have bestowed your favors to the most deserving persons."

How should this sentence be altered?

"Reconciling himself with the king." What inaccuracy is there in this sen-"They should be informed in some parts of his character." Will you correct this sentence?

"She finds a difficulty of fixing her mind."

"Her sobriety is no derogation to

her understanding." "There was no water, and he died

for (1.) thirst." "We can fully confide on (2.) none

but the truly good."

"I have no occasion of his services." "Many have profited from good ad-

"Many ridiculous practices have been brought in vogue."

"The error was occasioned by com-

pliance to earnest entreaty." "This is a principle in unison to our nature.

"We should entertain no prejudices to simple and rustic persons."

"They are at present resolved of doing their duty."

"That boy is known under the name of the idler."

"Though conformable with custom,

it is not warrantable."

"This remark is founded in truth." "His parents think on him and his improvements, with pleasure and hope."

"His excuse was admitted of by (3.) his master."

"What went ye out for to see?" "There appears to have been a mill-

ion men brought into the field." "His present was accepted of by his friends."

"More than a thousand of men were destroyed."

"It is my request that he will be particular in speaking to the following points."

"The Saxons reduced the greater

part of Britain to their own power."

"He lives opposite the royal ex-change."

"Their house is situated to the northeast side of the road."

"The performance was approved of by all who understood it."

"He was accused with having acted unfairly."

"She has an abhorrence to all deceitful conduct."

"They were some distance (4.) from home, when the accident happened." .

"His deportment was adapted for conciliating regard."

"My father writes me very frequently."

"Their conduct was agreeable with their profession."

"We went leisurely above stairs, and came hastily below. We shall write up stairs this forenoon, and down stairs in the afternoon."

"The politeness of the world has the same resemblance with benevolence, that the shadow has with its substance."

"He had a taste of such studies, and pursued them earnestly."

"When we have had a true taste for the pleasures of virtue, we can have no relish for those of vice."

"How happy it is to know how to live at times by one's self, to leave one's self in regret, to find one's self again with pleasure! The world is then less necessary for

"Civility makes its way among every

kind of persons."

5. The preposition to is made use of before nouns of place, when they follow verbs and participles of motion; as, "I went to London;" "I am going to town." But the preposition at is generally used after the neuter verb to be; as, "I have been at London;" "I was at the place appointed;" "I shall be at Paris." We likewise say, "He touched, arrived at any place." The preposition in is set before countries, cities, and large towns; as, "He lives in France, in London, or in Birmingham." But before villages, single houses, and cities which are in distant countries, at is used; as, "He lives at Hackney;" "He resides at Montpellier."

It is a matter of indifference, with respect to the pronoun one another, whether the preposition of be placed between the two parts of it, or before them both. We may say, "They were jealous of one another;" or, "They were

jealous one of another;" but perhaps the former is better:

Participles are frequently used as prepositions; as, excepting, respecting, touching, concerning, according. "They were all in fault except or excepting him."

How is the preposition to used with nouns of place? Give an example. Are participles ever used as prepositions? Give an example.

"I have been to London, after having resided a year at France; and I now live at Islington."

"They have just landed in Hull, and

are going for Liverpool. They intend to reside some time in Ireland."

RULE XI.

Corresponding with Murray's Grammar, RULE XVIII.

Conjunctions usually connect verbs of the same mood and tense, and nouns or pronouns of the same case.

A few examples of inaccuracy respecting this rule may further display its utility. "If he prefer a virtuous life, and is sincere in his professions, he will succeed;" "if he prefers." "To deride the miseries of the unhappy, is inhuman; and wanting compassion towards them, is unchristian;" and to want compassion." "The parliament addressed the king, and has been prorogued the same day;" and was prorogued." "His wealth and him bid adieu to each other;" "and he." "He entreated us, my comrade and I, to live harmoniously;" comrade and me." "My sister and her were on good terms;" and she." "We often overlook the blessings which are in our possession, and are searching after those which are out of our reach;" it ought to be, "and search after."

"His wealth and him bid adieu to each other." Will you correct this sentence, and give the rule for Conjunctions?

"Professing regard, and to act (1.) differently, discover a base mind."

"Did he not tell me his fault, and entreated me to forgive him?"
"My brother and him are tolerable

grammarians."
"If he understand the subject, and

"If he understand the subject, and attends to it industriously, he can scarcely fail of success."

"You and us enjoy many privileges."
"She and him are very unhappily connected."

"To be moderate in our views, and

1. Conjunctions are, indeed, frequently made to connect different moods and tenses of verbs; but in these instances, the nominative must generally, if

proceeding temperately in the pursuit of them, is the best way to ensure success."

"Between him and I there is some disparity of years; but none between him and she."

"By forming themselves on fantastic models, and ready to vie with one another in the reigning follies, the young begin with being ridiculous, and end with being vicious and immoral."

not always, be repeated, which is not necessary, though it may be done, under the construction to which the rule refers. We may say, "He lives temperately, and he should live temperately;" "He may return, but he will not continue;" "She was proud, though she is now humble:" but it is obvious, that, in such cases, the nominative ought to be repeated; and that, by this means, the latter members of these sentences are rendered not so strictly dependent on the preceding, as those are which come under this rule. When, in the progress of a sentence, we pass from the affirmative to the negative form, or from the negative to the affirmative, the subject or nominative is always resumed; as, "He is rich, but he is not respectable." There appears to be, in general equal reason for repeating the nominative, and resuming the subject, when the course of the sentence is diverted by a change of the mood or tense. The following sentences may therefore be improved: "Anger glances into the breast of a wise man, but will rest only in the bosom of fools;" "but rests only;" or, "but it will rest only." "Virtue is praised by many, and would be desired also, if her worth were really known;" "and she would." "The world begins to recede, and will soon disappear;" "and it will."

Do conjunctions ever connect different moods and tenses of verbs? What case must generally be repeated in such instances? Give an example.

"We have met with many disappointments; and, if life continue, shall (1.) probably meet with many

"Rank may confer influence, but will (2.) not necessarily produce virtue."

"He does not want courage, but is defective in sensibility."

"These people have indeed acquired

great riches, but do not command

"Our seasons of improvement are short, and, whether used or not,

will soon pass away."
"He might have been happy, and is now (3.) fully convinced of it."

"Learning strengthens the mind, and, if properly applied, will improve our morals too."

RULE XXVIII.

Corresponding with Murray's Grammar, RULE XIX.

Some conjunctions require the indicative, some the subjunctive, mood after them. It is a general rule, that when something contingent or doubtful is implied, the subjunctive ought to be used; as, "If I were to write, he would not regard it;" "He will not be pardoned, unless he repent."

Conjunctions that are of a positive and absolute nature require the indicative mood. "As virtue advances, so vice recedes;" "He is healthy, because he is temperate."

The conjunctions if, though, unless, except, whether, &c., generally require the subjunctive mood after them; as, "If thou be afflicted, repine not;" "Though he slay me, yet will I trust in him;" "He cannot be clean, unless he wash himself;" "No power, except it were given from above;" "Whether it were I or they, so we preach." But even these conjunctions, when the sentence deeper the individual is the individual. tence does not imply doubt, admit of the indicative;" as, "Though he is poor,

The following example may, in some measure, serve to illustrate the dis-

tinction between the subjunctive and the indicative moods: "Though he were divinely inspired, and spoke therefore as the oracles of God, with supreme authority; though he were endued with supernatural powers, and could, therefore, have confirmed the truth of what he uttered, by miracles; yet, in compliance with the way in which human nature and reasonable creatures are usually wrought upon, he reasoned." That our Saviour was divinely inspired, and endued with supernatural powers, are positions that are here taken for granted, as not admitting the least doubt; they would therefore have been better expressed in the indicative mood: "Though he was divinely inspired; though he was endued with supernatural powers." The subjunctive is used in the like improper manner, in the following example: "Though he were a son, yet learned he obedience, by the things which he suffered." But, in a similar passage, the indicative, with great propriety, is employed to the same purpose; "Though he was rich, yet for your sakes he became poor."

What conjunctions generally require the subjunctive mood after them?

"If he acquires (1.) riches, they will corrupt his mind, and be useless to others."

"Though he urges me yet more earnestly, I shall not comply, unless he advances more forcible reasons."

"I shall walk in the fields to-day, un-

less it rains."

"As the governess were (2.) present, the children behaved properly."

"She disapproved the measure, be-cause it were very improper."
"Though he be high, he hath respect

to the lowly."

"Though he were her friend, he did not attempt to justify her conduct." "Whether he improve or not, I can-

not determine." "Though the fact be extraordinary, it

certainly did happen." "Remember what thou wert, and be (3.) humble."

"O'that his heart was tender, and susceptible of the woes of others!" "Shall then this verse to future age

pretend, Thou wert my guide, philosopher, and friend?"

1. Lest and that, annexed to a command preceding, necessarily require the subjunctive mood; as, "Love not sleep, lest thou come to poverty;" "Reprove not a scorner, lest he hate thee;" "Take heed that thou speak not to Jacob."

If, with but following it, when futurity is denoted, requires the subjunctive mood; as, "If he do but touch the hills, they shall smoke;" "If he be but discreet, he will succeed." But the indicative ought to be used, on this occasion, when future time is not signified; as, "If, in this expression, he does but jest, no offence should be taken;" "If she is but sincere, I am happy." The same distinction applies to the following forms of expression: "If he do submit, it will be from necessity;" "Though he does submit, he is not convinced;"
"If thou do not reward this service, he will be discouraged;" "If thou dost heartily forgive him, endeavor to forget the offence."

When do lest and that require the subjunctive mood after them? When does if require the subjunctive? When the indicative?

"Despise not any condition, lest it happens to be your own."

"Let him that is sanguine take heed lest he miscarries."

"Take care that thou breakest not any of the established rules."

"If he does but (4.) intimate his desire, it will be sufficient to produce obedience."

"At the time of his return, if he is but expert in the business, he will find employment."

"If he do but speak to display his abilities, he is unworthy of atten tion."

"If he be but in health, I am content." "If he does promise, he will certainly perform.

"Though he do praise her, it is only for her beauty."

"If thou dost not forgive, perhaps thou wilt not be forgiven."

"If thou do sincerely believe the truths of religion, act according lv." (4.) 654.

2. In the following instances, the conjunction that, expressed or understood, seems to be improperly accompanied with the subjunctive mood: "So much she dreaded his tyranny, that the fate of her friend she dare not lament;" "He reasoned so artfully, that his friends would listen, and think [that] he were not wrong."

Will you repeat this Note, and give an example under it?

"His confused behavior made it reasonable to suppose that he were guilty."

" He is so conscious of deserving the

rebuke, that he dare not make any reply."

"His apology was so plausible, that many befriended him, and thought

he were innocent."

3. The same conjunction governing both the indicative and the subjunctive moods, in the same sentence, and in the same circumstances, seems to be a great impropriety; as in these instances: "If there be but one body of legislators, it is no better than a tyranny; if there are only two, there will want a casting voice." "If a man have a hundred sheep, and one of them is gone astray," &c.

May the same conjunction have both the subjunctive and indicative moods

after it in the same sentence? Give an example of this impropriety.

"If one man prefer a life of industry, it is because he has an idea of comfort in wealth; if another prefers a life of gayety, it is from a like idea concerning pleasure."

"No one engages in that business, unless he aim at reputation, or hopes for some singular advantage."

"Though the design be laudable, and is favorable to our interest, it will involve much anxiety and labor."

4. Almost all the irregularities in the construction of any language, have arisen from the ellipsis of some words which were originally inserted in the sentence, and made it regular; and it is probable, that this has generally been the case with respect to the conjunctive form of words now in use; which will appear from the following examples: "We shall overtake him, though he run;" that is, "though he should run." "Unless he act prudently, he will not accomplish his purpose;" that is, "unless he shall act prudently." "If he succeed, and obtain his end, he will not be the happier for it;" that is, "If he should succeed, and should obtain his end." These remarks and examples are designed to show the original of many of our present conjunctive forms of expression; and to enable the student to examine the propriety of using them, by tracing the words in question to their proper origin and ancient connections. But it is necessary to be more particular on this subject, and

therefore we shall add a few observations respecting it.

That part of the verb which grammarians call the present tense of the subjunctive mood, has a future signification. This is effected by varying the terminations of the second and third persons singular of the indicative; as will be evident from the following examples: "If thou prosper, thou shouldst be thankful." "Unless he study more closely, he will never be learned." Some writers, however, would express these sentiments without those variations; "If thou prosperest," &c.; "Unless he studies," &c.; and, as there is great diversity of practice in this point, it is proper to offer the learners a few remarks, to assist them in distinguishing the right application of these different forms of expression. It may be considered as a rule, that the changes of termination are necessary, when these two circumstances concur: 1st, When the subject is of a dubious and contingent nature; and, 2d, When the verb has a reference to future time. In the following sentences, both these circumstances will be found to unite: "If thou injure another, thou wilt hurt thyself." "He has a hard heart; and if he continue impenitent, he must suffer." "He will maintain his principles, though he lose his estate." "Whether he succeed or not, his intention is laudable." "If he be not prosperous, he will not repine." "If a man smite his servant, and he die," &c. Exod. xxi. 20. In all these examples, the things signified by the verbs are uncertain, and refer to future time. But in the instances which follow, future time is not referred to;

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and therefore a different construction takes place: "If thou livest virtuously, thou art happy." "Unless he means what he says, he is doubly faithless." "If he allows the excellence of Virtue, he does not regard her precepts." "Though he seems to be simple and artless, he has deceived us." "Whether virtue is better than rank or wealth, admits not of any dispute." "If thou believest with all thy heart, thou mayest," &c. Acts viii. 37. There are many sentences, introduced by conjunctions, in which neither contingency nor futurity is denoted; as, "Though he excels her in knowledge, she far exceeds him in virtue." "I have no doubt of his principles; but if he believes the truths of religion, he does not act according to them." That both the circumstances of contingency and futurity are necessary, as

That both the circumstances of contingency and futurity are necessary, as tests of the propriety of altering the terminations, will be evident, by inspecting the following examples; which show that there are instances in which neither of the circumstances alone implies the other. In the three examples following, contingency is denoted, but not futurity: "If he thinks as he speaks, he may safely be trusted." "If he is now disposed to it, I will perform the operation." "He acts uprightly, unless he deceives me." In the following sentences, futurity is signified, but not contingency. "As soon as the sun sets, it will be cooler." "As the autumn advances, these birds will gradually

emigrate."

It appears, from the tenor of the examples adduced, that the rules above mentioned may be extended to assert, that, in cases wherein contingency and futurity do not concur, it is not proper to turn the verb from its signification of present time, or to vary its form or termination. The verb would then be in the indicative mood, whatever conjunctions might attend it. If these rules, which seem to form the true distinction between the subjunctive and the indicative moods in this tense, were adopted and established in practice, we should have, on this point, a principle of decision simple and precise, and readily applicable to every case that might occur. It will, doubtless, sometimes happen, that, on this occasion, as well as on many other occasions, a strict adherence to grammatical rules would render the language stiff and formal; but when cases of this sort occur, it is better to give the expression a different turn, than violate grammar for the sake of ease, or even of elegance.

Has the present tense of the subjunctive mood a future signification? How is this effected? What two circumstances should concur to render necessary this change of termination?

Should the termination be changed when futurity and contingency do not

concur? What mood or form will the verb then be in?

"Unless he learns faster, he will be no scholar."

"Though he falls, he shall not be ut-

terly cast down."

"On condition that he comes, I will

consent to stay."

"However that affair terminates, (1.)

my conduct will be unimpeachable."

"If virtue rewards us not so soon as we desire, the payment will be made with interest."

"Till repentance composes his mind, he will be a stranger to peace."

"Whether he confesses or not, the truth will certainly be discovered."

"If thou censurest uncharitably, thou wilt be entitled to no favor."

"Though, at times, the ascent to the temple of virtue appears steep and craggy, se not discouraged. Persevere until thou gainest the summit: there, all is order, beauty and pleasure."

"If Charlotte desire to gain esteem and love, she does not employ the

proper means."

"Unless the accountant deceive me, my estate is considerably improved."

"Though self-government produce some uneasiness, it is light when compared with the pain of vicious indulgence."

"Whether he think as he speaks, time

will discover."

"If thou censure uncharitably, thou deservest no favor."

"Though Virtue appear severe, she is truly amiable."

"Though success be very doubtful, it is proper that he endeavors to succeed."

- 5. On the form of the auxiliaries in the compound tenses of the subjunctive mood, it seems proper to make a few observations. Some writers express themselves in the perfect tense as follows: "If thou have determined, we must submit :" "Unless he have consented, the writing will be void :" but we believe that few authors of critical sagacity write in this manner. The proper form seems to be, "If thou hast determined," "Unless he has consented," &c., conformably to what we generally meet with in the Bible: "I have surnamed thee, though thou hast not known me." Isaiah xlv. 4, 5. "What is the hope of the hypocrite, though he halh gained," &c. Job xxvii. 8. See also Acts xxviii. 4.
- "If thou have determined, we must submit." How should this sentence be altered?

"If thou have promised, be faithful to thy engagement."

"Though he have proved his right to "Unless he have improved, he is un-

submission, he is too generous to exact it."

fit for the office."

6. In the pluperfect and future tenses, we sometimes meet with such expressions as these; "If thou had applied thyself diligently, thou wouldst have reaped the advantage;" "Unless thou shall speak the whole truth, we cannot determine;" "If thou will undertake the business, there is little doubt of success." This mode of expressing the auxiliaries does not appear to be warranted by the general practice of correct writers. They should be, hadst, shalt and wilt: and we find them used in this form, in the sacred Scriptures: "If thou hadst known," &c. Luke xix. 47. "If thou hadst been here," &c. John xi. 21. "If thou wilt, thou canst make me clean." Matt. viii. 2. also, 2 Sam. ii. 27; Matt. xvii. 4.

"If thou wilt undertake the business, there is little doubt of success." Is this mode of expression warranted by good authority? How should it be altered?

" If thou had succeeded, perhaps thou wouldst not be the happier for it."

"Unless thou shall see the propriety

of the measure, we shall not desire thy support."

"Though thou will not acknowledge, thou canst not deny the fact."

7. The second person singular of the imperfect tense in the subjunctive mood, is also very frequently varied in its termination; as, "If thou loved him truly, thou wouldst obey him;" "Though thou did conform, thou hast gained nothing by it." This variation, however, appears to be improper. Our present version of the Scriptures, which we again refer to as a good grammatical authority in points of this nature, decides against it: "If thou knewest the gift," &c. John iv. 10. "If thou didst receive it, why dost thou glory?" &c. I Cor. iv. 7. See also Dan. v. 22. But it is proper to remark, that the form of the verb to be, when used subjunctively in the imperfect tense, is indeed very considerably and properly varied from that which it has in the imperfect of the indicative mood; as the learner will perceive by turning to the conjugation of that verb.

Is the second person singular of the imperfect ever varied in its termination in the subjunctive mood? Will you give an example? Is this variation proper?

"If thou gave liberally, thou wilt re ceive a liberal reward."

"Though thou did injure him, he harbors no resentment."

"It would be well, if the report was only the misrepresentation of her

"Was he ever so great and opulent, this conduct would debase him."

"Was I to enumerate all her virtues, it would look like flattery."

"Though I was perfect, yet would I not presume."

8. It may not be superfluous also to observe, that the auxiliaries of the potential mood, when applied to the subjunctive, do not change the termination of the second person singular. We properly say, "If thou mayst or canst go;" "Though thou mightst live;" "Unless thou couldst read;" "If thou wouldst learn;"—and not "If thou may or can go," &c. It is sufficient, on this point, to adduce the authorities of Johnson and Lowth:—"If thou shouldst go;" Johnson. "If thou mayst, mightst, or couldst love;" Lowth. Some authors think that, when that expresses the motive or end, the termination of these auxiliaries should be varied; as, "I advise thee, that thou may beware;" "He checked thee, that thou should not presume;" but there does not appear to be any ground for this exception. If the expression of "condition, doubt, contingency," &c. does not warrant a change in the form of these auxiliaries, why should they have it, when a motive or end is expressed? The translators of the Scriptures do not appear to have made the distinction contended for. "Thou buildest the wall, that thou mayst be their king." Neh. vi. 6. "There is forgiveness with thee, that thou mayst be feared." Ps. exxx. 4.

From the preceding observations under this rule, it appears, that, with respect to what is termed the present tense of any verb, when the circumstances of contingency and futurity concur, it is proper to vary the terminations of the second and third persons singular; that without the concurrence of those circumstances, the terminations should not be altered; and that the verb and the auxiliaries of the three past tenses, and the auxiliaries of the first future, undergo no alterations whatever, except the *imperfect* of the verb to be, which, in cases denoting contingency, is varied in all the persons of the singular number.

After perusing what has been advanced on this subject, it will be natural for the student to inquire, What is the extent of the subjunctive mood? Some grammarians think it extends only to what is called the present tense of verbs generally, under the circumstances of contingency and futurity, and to the imperfect tense of the verb to be, when it denotes contingency, &c.; because in these tenses only, the form of the verb admits of variation; and they suppose that it is variation merely which constitutes the distinction of moods. It is the opinion of other grammarians, (in which opinion we concur,) that, besides the two cases just mentioned; all verbs in the three past and the two future tenses are in the subjunctive mood, when they denote contingency or uncertainty, though they have not any change of termination; and that, when contingency is not signified, the verb, through all these five tenses, belongs to the indicative mood, whatever conjunction may attend it. They think that the definition and nature of the subjunctive mood have no reference to change of termination, but that they refer merely to the manner of the being, action, or passion signified by the verb; and that the subjunctive mood may as properly exist without a variation of the verb, as the infinitive mood, which has no terminations different from those of the indicative. The decision of this point may not, by some grammarians, be thought of much consequence. But the rules which ascertain the propriety of varying or not varying the terminations of the verb, will certainly be deemed important. These rules may be well observed, without a uniformity of sentiment respecting the nature and limits of the subjunctive mood.*

Do the auxiliaries of the potential mood, when applied to the subjunctive, change the termination of the second person singular? When is it proper to vary the terminations of the second and third persons singular of the present tense? Do the verb and auxiliaries of the past tenses, and the auxiliaries of the first future, undergo any alteration? What exception? What is the opinion of some grammarians in regard to the extent of the subjunctive mood? What is the opinion of other grammarians? In which of these opinions does the author concur?

"If thou may share in his labors, be "Unless thou can fairly support the thankful, and do it cheerfully." cause, give it up honorably."

^{*}We have stated, for the student's information, the different opinions of grammarians, respecting the English subjunctive mood: First, that which supposes there is no such mood in our language; Secondly, that which exhalmed at large, and which, in general, corresponds with the views of the most approved writers on English grammar. We may add a Fourth opinion, which appears to possess, at least, much plausibility. This opinion admits the arrangement we have given, with one variation, namely, that of assigning to the first tense of the subjunctive, two forms—1st, that which simply denotes contingency; as, "If he desire it, I will perform the operation," that is, if he route desires it; 2dly, that which denotes both contingency and futurity as, "If he desire it," This last theory of the subjunctive mood claims the merit of rendering the whole system of the moods consistent and regular; of the sing more conformable than any other to the definition of the subjunctive, and of not referring to the indicative mood forms of expression, which ill accord with its simplicity and nature. Perhaps this theory will bear a strict examination.

"Though thou might have foreseen the danger, thou couldst not have avoided it."

"If thou could convince him, he would not act accordingly."

"If thou would improve in knowledge, be diligent."

"Unless thou should make a timely retreat, the danger will be unavoidable."

"I have labored and wearied myself, that thou may be at ease."

"He enlarged on those dangers, that thou should avoid them.'

9. Some conjunctions have correspondent conjunctions belonging to them, either expressed or understood; as,

lst. Though—yet, nevertheless; as, "Though he was rich, yet for our sakes he became poor;" Though powerful, he was meek."
2d. Whether—or; as, "Whether he will go or not, I cannot tell."
3d. Either—or; as, "I will either send it, or bring it myself."
4th. Neither—nor; as, "Neither he nor I am able to compass it."

5th. As—as; expressing a comparison of equality; as, "She is as amiable as her

sister; and as much respected." 6th. As-so; expressing a comparison of equality; as, "As the stars, so shall thy

seed be."

7th. As-so; expressing a comparison of quality; as, "As the one dieth, so dieth the other;" "As he reads, they read."

8th. So—as; with a verb expressing a comparison of quality; as, "To see thy

glory, so as I have seen thee in the sanctuary."

9th. So-as; with a negative and an adjective expressing a comparison of quanti-

ty; as, "Pompey was not so great a general as Cessar, nor so great a man."

10th. So—that; expressing a consequence; as, "He was so fatigued, that he could scarcely move."

The conjunctions or and nor may often be used, with nearly equal propri "The king, whose character was not sufficiently vigorous nor decisive, assented to the measure." In this sentence, or would, perhaps, have been better; but, in general, nor seems to repeat the negation in the former part of the sentence, and, therefore, gives more emphasis to the expression.

Are there any conjunctions which have correspondent conjunctions belonging to them? Give examples.

"Neither the cold or the fervid, but characters uniformly warm, are formed for friendship."

"They are both praiseworthy, and one is equally (1.) deserving as

the other."

"He is not as diligent and learned as his brother."
"I will present it to him myself, or

direct it to be given to him." "Neither despise or oppose what thou

dost not understand." "The house is not as commodious as

we expected it would be." "I must, however, be so candid to own I have been mistaken."

"There was something so amiable, and yet so piercing in his look, as (2.) affected me at once with love and terror.

-" I gained a son; And such a son as all men hailed me happy."

"The dog in the manger would not eat the hay himself, nor suffer the ox to eat it."

"As far as I am able to judge, the book is well written."

"We should faithfully perform the trust committed to us, or ingenuously relinquish the charge."

"He is not as eminent, and as much esteemed, as he thinks himself to.

be."

"The work is a dull performance, and is neither capable of pleasing (3.) the understanding, or the imagination."

"There is no condition so secure, as cannot admit of change."

"This is an event which nobody presumes upon, or is so sanguine to hope for."

"We are generally pleased with any little accomplishments of body or mind."

10. Conjunctions are often improperly used, both singly and in pairs. following are examples of this impropriety: "The relations are so uncertain, as that they require a great deal of examination;" "It should be, "that they require," &c. "There was no man so sanguine, who did not apprehend

some ill consequences; it ought to be, "so sanguine as not to apprehend," &c.; or, "no man, how sanguine soever, who did not," &c. "To trust in him is no more but to acknowledge his power." "This is no other but the gate of paradise." In both of these instances, but should be than. "We should sufficiently weigh the objects of our hope; whether they are such as we may reasonably expect from them what they propose," &c. It ought to be, "that we may reasonably," &c. "The duke had not behaved with that loyalty as he ought to have done;" "with which he ought." "In the order as they lie in his preface;" it should be, "in order as they lie;" or, "in the order in which they lie." "Such sharp replies that cost him his life;" "as cost;" &c. "If he were truly that scarecrow, as he is now commonly painted;" "such a scarecrow," &c. "I wish I could do that justice to his memory, to oblige the painters," &c.; "do such justice as to oblige," &c.

Will you repeat this Note, and give an example under it? What is said of sentences beginning with the conjunctive form of the verb? Give an example. When has as the force of a relative pronoun? (1.) Give an example.

There is a peculiar neatness in a sentence beginning with the conjunctive form of a verb. "Were there no difference, there would be no choice."

A double conjunctive, in two correspondent clauses of a sentence, is sometimes made use of; as, "Had he done this, he had escaped;" "Had the limitations on the prerogative been, in his time, quite fixed and certain, his integrity had made him regard as sacred the boundaries of the constitution." The sentence in the common form would have read thus: "If the limitations on the prerogative had been," &c. "his integrity would have made him regard," &c.

The particle as, when it is connected with the pronoun such, has the force of a relative pronoun; as, "Let such as presume to advise others, look well to their own conduct;" which is equivalent to, "Let them who presume," &c. But when used by itself, this particle is to be considered as a conjunction, or perhaps as an adverb.

Our language wants a conjunction adapted to a familiar style, equivalent to not-withstanding. The words for all that seem to be too low. "The word was in the

mouth of every one, but, for all that, the subject may still be a secret."

In regard that is solemn and antiquated; because would do much better in the following sentence : "It cannot be otherwise, in regard that the French prosody differs

The word except is far preferable to other than. "It admitted of no effectual cure other than amputation." Except is also to be preferred to all but. "They were happy, all but the stranger." In the two following phrases, the conjunction as is improperly omitted: "Which nobody presumes, or is so sanguine A to hope." "I must, however, be so just A to own."

The conjunction that is often properly omitted, and understood; as, "I beg you would come to me;" "See thou do it not;" instead of "that you would," "that thou do." But in the following, and many similar phrases, this conjunction were much better inserted: "Yet it is reason the memory of their virtues remain to posterity." It should be, "Yet it is just that the memory," &c.

"Be ready to succor such persons who (2.) need thy assistance."

"The matter was no sooner proposed, but (3.) he privately withdrew to consider it."

"He has too much sense and prudence than to become a dupe to such artifices."

"It is not sufficient that our conduct, as far as it respects others, appears to be unexceptionable."

"The resolution was not the less fixed, that (4.) the secret was yet communicated to very few."

"He opposed the most remarkable corruptions of the church of Rome, so (5.) as that his doctrines were embraced by great numbers."

"He gained nothing further by his speech, but only (6.) to be commended for his eloquence."

"He has little more of the scholar besides the name."

"He has little of the scholar than the name."

"They had no sooner risen, but they applied themselves to their

"From no other institution, besides the admirable one of juries, could so great a benefit be expected."

"Those savage people seemed to have no other element but war."

"Such men that act treacherously ought to be avoided."

"Germany ran the same risk as Italy "No errors are so trivial, but they (1.) had done." deserve to be corrected."

RULE XXIX.

Corresponding with Murray's Grammar, RULE XX.

When the qualities of different things are compared, the latter noun or pronoun is not governed by the conjunction than or as, but agrees with the verb, or is governed by the verb or the preposition, expressed or understood; as, "Thou art wiser than I;" that is, "than I am." "They loved him more than me;" that is, "more than they loved me." "The sentiment is well expressed by Plato, but much better by Solomon than him;" that is, "than by him."

"The propriety or impropriety of many phrases, in the preceding as well as in some other forms, may be discovered, by supplying the words that are not expressed; which will be evident from the following instances of erroneous construction: "He can read better than me." "He is as good as her." "Whether I be present or no." "Who did this? Me." By supplying the words understood, in each of these phrases, their impropriety and governing rule will appear; as, "better than I can read;" "as good as she is;" "present or not present;" "I did it."

"Thou art wiser than I." Will you parse I, and repeat the rule for it?

"In some respects, we have had as many advantages as them; but in the article of a good library, they have had a greater privilege than

"The undertaking was much better executed by his brother than he." "They are much greater gainers than me by this unexpected event."

"They know how to write as well as him; but he is a much better grammarian than them."

"Though she is not so learned as him, she is as much beloved and respected."

"These people, though they possess more shining qualities, are not so proud as him, nor so vain as her."

1. By not attending to this rule, many errors have been committed; a number of which is subjoined, as a further caution and direction to the learner: "Thou art a much greater loser than me by his death." "She suffers hourly more than me." "We contributed a third more than the Dutch, who were obliged to the same proportion more than us." "King Charles, and, more than him, the duke and the popish faction, were at liberty to form new schemes." "The drift of all his sermons was, to prepare the Jews for the reception of a prophet mightier than him, and whose shoes he was not worthy to bear." "It was not the work of so eminent an author as him to whom it was first imputed." "A stone is heavy, and the sand weighty; but a fool's wrath is heavier than them both." "If the king give us leave, we may per form the office as well as them that do." In these passages, it ought to be, "I, we, he, they," respectively.

When the relative who immediately follows than, it seems to form an exception to the 29th Rule; for, in that connection, the relative must be in the believe case; as, "Alfred, than whom a greater king never reigned," &c. "Beelzebub, than whom, Satan excepted, none higher sat," &c. It is remarkable that, in such instances, if the personal pronoun were used, it would be in the nominative case; as, "A greater king never reigned than he," that is, "than he was." "Beelzebub, than he," &c., that is, "than he sat." The

phrase than whom is, however, avoided by the best modern writers.

"She suffers hourly more than me." Will you correct this sentence, and explain why it is wrong?

"Who betrayed her companion?" "Whether he will be learned or no, " Not me."

"Who revealed the secrets he ought to have concealed ?" " Not him."

"Who related falsehoods to screen herself, and to bring an odium upon others?" "Not me; it was

"There is but one in fault, and that

is me."

must depend on his application.'

"Charles XII. of Sweden, than who (1) a more courageous person never lived, appears to have been destitute of the tender sensibilities of nature."

"Salmasius (a more learned man than him has seldom appeared) was not

happy at the close of life."

RULE XXX:

Corresponding with Murray's Grammar, RULE XXI.

To avoid disagreeable repetitions, and to express our ideas in a few words, an ellipsis, or omission of some words, is frequently admitted. Instead of saying, "He was a learned man, he was a wise man, and he was a good man," we make use of the ellipsis, and say, "He was a learned, wise and good man."

When the omission of words would obscure the sentence, weaken its force, or be attended with an impropriety, they must be expressed. In the sentence, "We are apt to love who love us," the word them should be supplied. "A beautiful field and trees," is not proper language; it should be "Beautiful fields and trees," or "A beautiful field and fine trees."

Almost all compounded sentences are more or less elliptical; some exam ples of which may be seen under the different parts of speech.

tence, and repeat the latter part of Rule XXX, by which the correction is made? "I gladly shunned who gladly fled from me." Will you correct this sen-

"I gladly shunned (2.) who gladly fled from me."

"And this is (3.) it men mean by distributive justice, and is properly termed equity."

"His honor, interest, religion were all embarked in this undertaking."

"When so good a man as Socrates

fell a victim to the madness of the people, truth, virtue, religion, fell

with him." (5.)
"The fear of death, nor hope of life, could make him submit to a dis-

honest action." (6.)

"An elegant house and furniture were, by this event, irrecoverably lost to the owner." (7.)

1. The ellipsis of the article is thus used: "A man, woman, and child;" that is, "a man, a woman, and a child." "A house and garden;" that is, "a house and a garden." "The sun and moon;" that is, "the sun and the moon." "The day and hour;" that is, "the day and the hour." In all these instances, the article being once expressed, the repetition of it becomes unnecessary. There is, however, an exception to this observation, when some peculiar emphasis requires a repetition; as in the following sentence: "Not only the year, but the day and the hour." In this case, the ellipsis of the last article would be improper. When a different form of the article is requisite, the article is also properly repeated; as, " α house and αn orchard," instead of "a house and orchard."

Will you give an example of the ellipsis of the article? Is it necessary to repeat the article in each of these instances?

"These rules are addressed to none but the intelligent and the (1.) attentive."

"The gay and the pleasing are, sometimes, the most insidious, and the most dangerous companions."

"Old age will prove a joyless and a dreary season, if we arrive at it with an unimproved, or with a corrupted, minid."

"The more I see of his conduct, I like

him better." "It is not only the duty, but interest, of young persons to be studious and diligent."

2. The noun is frequently omitted in the following manner: "The laws of God and man;" that is, "The laws of God and the laws of man." In some very emphatical expressions, the ellipsis should not be used; as, "Christ, the power of God, and the wisdom of God;" which is more emphatical than "Christ the power and wisdom of God."

Will you give an example of the omission of the noun? Should this ellipsis

always be used?

"These counsels were the dictates of virtue, and the dictates (2.) of true honor."

"Avarice and cunning may acquire an estate, but avarice and cunning cannot gain friends." (3.)

"A taste for useful knowledge will provide for us a great and noble entertainment, when others leave us." (4.)

"Without firmness, nothing that is great can be undertaken; that is difficult or hazardous, can be accomplished." (5.)

"The anxious man is the votary of riches; the negligent of pleasure."(6.)

3. The ellipsis of the adjective is used in the following manner: "A delightful garden and orchard;" that is, "A delightful garden and a delightful orchard." "A little man and woman;" that is, "a little man and a little woman." In such elliptical expressions as these, the adjective ought to have exactly the same signification, and to be quite as proper, when joined to the latter substantive as to the former; otherwise the ellipsis should not be admitted.

Sometimes the ellipsis is improperly applied to nouns of different numbers; as, "A magnificent house and gardens." In this case it is better to use

another adjective; as, "A magnificent house, and fine gardens."

Will you give an example of the ellipsis of the adjective? What rule is to be observed in the use of this ellipsis?

"His crimes had brought him into extreme distress and extreme perplexity." (7.)

"He has an affectionate brother, and an affectionate sister, and they live in great harmony." (8.)

"We must guard against too great se-

verity, and facility of manners."(9.) "We should often recollect what the wisest men have said and written concerning human happiness and vanity." (10.)

"That species of commerce will produce great gain or loss. (10.) . "Many days, and even weeks, pass

away unimproved." (10.)

"This wonderful action struck the be holders with exceeding (11.) as. tonishment." (10.)

"The people of this country possess a healthy climate and soil." (9.)

"They enjoy also a free constitution and laws." (10.)

4. The following is the ellipsis of the pronoun: "I love and fear him;" that is, "I love him, and I fear him." "My house and lands;" that is, "My house, and my lands." In these instances, the ellipsis may take place with propriety; but if we would be more express and emphatical, it must not be used; as, "His friends and his foes;" "My sons and my daughters."

In some of the common forms of speech, the relative pronoun is usually

omitted; as, "This is the man they love," instead of, "This is the man whom

they love;" "These are the goods they bought," for "These are the goods

which they bought."

In complex sentences, it is much better to have the relative pronoun expressed; as it is more proper to say, "The posture in which I lay," than "In the posture I lay; "The horse on which I rode, fell down," than "The horse I rode, fell down."

The antecedent and the relative connect the parts of a sentence together; and, to prevent obscurity and confusion, they should answer to each other with great exactness. "We speak that we do know, and testify that we have seen." Here the ellipsis is manifestly improper, and ought to be supplied; as, "We speak that which we do know, and testify that which we have seen."

Will you give an example of the ellipsis of the pronoun? Can this ellipsis be properly used at all times?

"His reputation and his estate were "He is not only sensible and learned, both lost by gaming." (1.) but is religious too." (2.)

"This intelligence not only excited our hopes, but fears too." (2.)

"His conduct is not scandalous; and

that is the best can be said of it."

"This was the person whom calumny had greatly abused, and sustained the injustice with singular patience." (2.)

"He discovered some qualities in the youth of a disagreeable nature, and to him were wholly unaccountable." (2.)

"The captain had several men died in his ship of the scurvy." (2.)

"The Chinese language contains an immense number of words; and who would learn them must possess a great memory." (2.)

"By presumption and by vanity, we provoke enmity, and we incur contempt." (1.)

"In the circumstances I was at that time, my troubles pressed heavily upon me." (4.)

"He had destroyed his constitution, by the very same errors that so many have been destroyed."

5. The ellipsis of the verb is used in the following instances: "The man was old and crafty;" that is, "The man was old, and the man was crafty." "She was young, and beautiful, and good;" that is, "Sne was young, she was beautiful, and she was good." "Thou art poor, and wretched, and miserable, and blind, and naked." If we would till up the ellipsis in the last sentence, thou art ought to be repeated before each of the adjectives.

If, in such enumeration, we choose to point out one property above the rest, that property must be placed last, and the ellipsis supplied; as, "She is

young and beautiful, and she is good."

"I went to see and hear him," that is, "I went to see, and I went to hear him." In this instance, there is not only an ellipsis of the governing verb, I went, but likewise of the sign of the infinitive mood, which is governed by it. Do, did, have, had, shall, will, may, might, and the rest of the auxiliaries of

the compound tenses, are frequently used alone, to spare the repetition of the verb; as, "He regards his word, but thou dost not;" that is, "dost not regard it." "We succeeded, but they did not;" "did not succeed." "I have learned my task, but thou hast not;" "hast not learned." "They must, and they shall be punished;" that is, "they must be punished."

Will you give an example of the ellipsis of the verb? Suppose we wish to point out one property above the rest? How are the auxiliaries sometimes nsed?

"He is temperate, he is disinterested, he is benevolent; he is an ornament to his family, and a credit to his profession." (5.)

"Genuine virtue supposes our benevolence to be strengthened, and to be confirmed by principle." (6.)

"Perseverance in laudable pursuits will reward all our toils, and will produce effects beyond our calculation.'' (7.)

"It is happy for us, when we can calmly and deliberately look back on the past, and can quietly anticipate the future." (7.)

"The sacrifices of virtue will not only be rewarded hereafter, but recom pensed even in this life. (1.)

"All those possessed of any office, resigned their former commis-

"If young persons were determined to conduct themselves by the rules

of virtue, not only would they escape innumerable dangers, but command respect from the licentious themselves." (2.)

"Charles was a man of learning, knowledge, and benevolence; and, what is still more, a true

Christian." (2.)

6. The ellipsis of the adverb is used in the following manner: "He spoke and acted wisely;" that is, "He spoke wisely, and he acted wisely."
"Thrice I went and offered my service;" that is, "Thrice I went, and thrice I offered my service."

How is the ellipsis of the adverb used?

"The temper of him who is always in the bustle of the world, will be often ruffled, and be often disturbed." (3.)

"We often commend imprudently, as well as censure imprudently." (4.) "How a seed grows up into a tree, and the mind acts upon the body, are mysteries which we cannot explain." (5.)

"Verily there is a reward for the righteous. There is a God that

judgeth in the earth." (5.)

7. The ellipsis of the preposition, as well as of the verb, is seen in the following instances: "He went into the abbeys, halls, and public buildings;" that is, "He went into the abbeys, he went into the halls, and he went into the public buildings." "He also went through all the streets and lanes of the city;" that is, "through all the streets, and through all the lanes," &c. "He spoke to every man and woman there;" that is, "to every man and to every woman." "This day, next month, last year;" that is, "On this day, in the next month, in the last year." "The Lord do that which seemeth him good;" that is, "which seemeth to him."

Will you give an example of the ellipsis of the preposition and the verb?

"Changes are almost continually taking place, in men and in manners, in opinions and in customs, in private fortunes and public conduct." (5.) (3.)

"Averse either to contradict or blame, the too complaisant man goes along with the manners that pre-vail." (5.)

"By this habitual indelicacy, the vir-

gins smiled at what they blushed before." (5.)

"They are now reconciled to what they could not formerly be prompted, by any considerations." (5.)

"Censure is the tax which a man pays the public for being eminent." (5.)

"Reflect on the state of human life, and the society of men as mixed with good and with evil." (5.)

8. The ellipsis of the conjunction is as follows: "They confess the power, wisdom, goodness, and love of their Creator;" that is, "the power, and wisdom, and goodness, and love of," &c. "Though I love him, I do not flatter him;" that is, "Though I love him, yet I do not flatter him."

Will you give an example of the ellipsis of a conjunction?

"In all stations and conditions, the important relations take place, of masters and servants, and husbands and wives, and parents and children, and brothers and friends, and citizens and subjects." (6.)

"Destitute of principle, he regarded neither his family, nor his friends, nor his reputation." (4.)

"Religious persons are often unjustly represented as persons of romantic character, visionary notions, unacquainted with the world, unfit to live in it." (1.)

"No rank, station, dignity of birth, possessions, exempt men from contributing their share to public

utility." (7.)

9. The ellipsis of the *interjection* is not very common: it, however, is sometimes used; as, "Oh, pity and shame!" that is, "Oh, pity! oh, shame!"

As the ellipsis occurs in almost every sentence in the English language, numerous examples of it might be given; but only a few more can be ad-

mitted here.

In the following instance, there is a very considerable one: "He will often argue, that if this part of our trade were well cultivated, we should gain from one nation; and if another, from another;" that is, "He will often argue, that if this part of our trade were well cultivated, we should gain from one nation; and if another part of our trade were well cultivated, we should gain from another nation."

The following instances, though short, contain much of the ellipsis: "Wo is me;" i. e. "wo is to me." "To let blood;" i. e. "to let out blood." "To let down;" i. e. "to let it fall or slide down." "To walk a mile;" i. e. "to walk through the space of a mile." "To sleep all night;" i. e. "to sleep through all the night." "To go a fishing;" "To go a hunting;" i. e. "to go on a fishing voyage or business;" "to go on a hunting party." "I dine at two o'clock;" i. e. "at two of the clock." "By sea, by land, on shore;" i. e. "by the sea, by the land, on the shore."

What is said of the ellipsis of the interjection?

"Oh, my father! Oh, my friend! how great has been my ingratitude!" (1.)

"Oh, piety! virtue! how insensible have I been to your charms!" (2.)

10. The examples that follow are produced to show the impropriety of ellipsis in some particular cases. "The land was always possessed, during pleasure, by those intrusted with the command;" it should be, "those persons intrusted;" or, "those who were intrusted." "If he had read farther, he would have found several of his objections might have been spared;" that is, "he would have found that several of his objections," &c. "There is nothing men are more deficient in, than knowing their own characters;" it ought to be, "nothing in which men," and, "than in knowing." "I scarcely know any part of natural philosophy would yield more variety and use;" it should be, "which would yield," &c. "In the temper of mind he was then;" that is, "in which he then was." "The little satisfaction and consistency to be found in most of the systems of divinity I have met with, made me betake myself to the sole reading of the Scriptures;" it ought to be, "which are to be found," and which I have met with." "He desired they might go to the altar together, and jointly return their thanks to whom only they were due;" that is, "to him to whom," &c.

"There is nothing men are more deficient in, than in knowing their own characters." Will you correct this sentence?

"That is a property most men have, or at least may attain." (3.)

"Why do ye that which is not lawful to do on the sabbath days ?" (2.) "The show bread, which is not lawful to eat, but for the priests alone." (2.)

"Most, if not all, the royal family had quitted the place." (2.)
"By these happy labors, they who sow

and reap, will rejoice together."
(4.)

RULE XXXI.

Corresponding with Murray's Grammar, RULE XXII.

All the parts of a sentence should correspond to each other: a regular and dependent construction, throughout, should be carefully preserved. The following sentence is, therefore, inaccurate: "He was more beloved, but not so much admired, as Cinthio." It should be, "He was more beloved than Cinthio, but not so much admired."

SYNTAX.

The first example under this rule presents a most irregular construction, namely. "He was more beloved as Cinthio." The words more and so much are very improperly stated as having the same regimen. In correcting such sontences, it is not necessary to supply the latter cllipsis; because it cannot lead to any discordant or improper construction, and the supply would often be harsh or inelegant.

As the 31st Rule comprehends all the preceding rules, it may, at the first view, appear to be too general to be useful. But, by ranging under it a number of sentences peculiarly constructed, we shall perceive that it is calculated to ascertain the true grammatical construction of many modes of expression, which none of the

true grammatical construction of many modes of expression, which none of the particular rules can sufficiently explain.

"This dedication may serve for almost any book, that has, is, or shall be published;" it ought to be, "that has been, or shall be published." "He was guided by interests always different, sometimes contrary to, those of the community, "different from;" or, "always different from those of the community, and sometimes contrary to them." "Will it be urged that these books are as old, or even older than tradition?" the words "as old," and "older," cannot have a common regimen; it should be, "as old as tradition, or even older." "It requires few talents to which most men are not born, or at least may not acquire;" "or which, at least, they may not acquire." "The court of chancery frequently mitigates and breaks the teeth of the common law." In this construction, the first verb is said to mitigate the teeth of the common law." Which is an evident solecism. "Mitigates and which we have the same transfer of the common law." Which is an evident solecism. "Mitigates and which we have the same transfer of the common law." In this construction, the first verb is said. to mitigate the teeth of the common law," which is an evident solecism. "Miti-

to mitigate the teeth of the common law," which is an evident solecism. "Mitigates the common law, and breaks the teeth of it," would have been grammatical.

"They presently grow into good humor and good language towards the crown;" "grow into good language," is very improper. "There is never wanting a set of evil instruments, who, either out of mad zeal, private hatred, or fifthy lucre, are always ready," &c. We say properly, "A man acts out of mad zeal," or, "out of private hatred;" but we cannot say, if we would speak English, "he acts out of fifthy lucre," "To double her kindness and caresses of me:? the work kindness requires to be followed by either to or for, and cannot be construed with the preposition of. "Never was man so teased," a suffered half the uneasiness, as I have done this evening;" the first and third clauses, namely, "meyer was man so teased." done this evening:" the first and third clauses, namely, "never was man so teased," "as I have done this evening," cannot be joined without an impropriety; and to connect the second and third, the word that must be substituted for as; "or suffered half the uneasiness that I have done;" or else, "half so much uneasiness as I have suffered."

The first part of the following sentence abounds with adverbs, and those such as are hardly consistent with one another: "How much sorrer the reformation of this degenerate age is almost utterly to be despaired of, we may yet have a more comfortable prospect of future times." The sentence would be more correct in the following form: "Though the reformation of this degenerate age is nearly to be

despaired of," &c.

"Oh! shut not up my soul with the sinners, nor my life with the bloodthirsty; in whose hands is wickedness, and their right hand is full of gifts." introduced by the copulative conjunction and, was not intended as a continuation of the principal and independent part of the sentence, but of the dependent part, the relative whose should have been used instead of the possessive their; namely, " and whose right hand is fu'l of gifts."

"Eye hath not seen, nor ear heard, neither have entered into the heart of man, the things which God hath prepared for them that love him." There seems to be an impropriety in this instance, in which the same noun serves in a double capacity, performing at the same time the offices both of the nominative and objective cases. "Neither hath it entered into the heart of man to conceive the things," &c. would

have been regular.

"We have the power of retaining, altering, and compounding those images which we have once received, into all the varieties of picture and vision." It is very proper to say, "altering and compounding those images which we have once received, into all the varieties of picture and vision;" but we cannot with propriety say, " retaining them into all the varieties;" and yet, according to the manner in which the words are ranged, this construction is unavoidable: for retaining, altering, and compounding are participles, each of which equally refers to and governs the subsequent noun, those images; and that noun, again, is necessarily connected with the following preposition, into: The construction might easily have been rectified, by disjoining the participle retaining from the other two participles, in this way: "We have the power of retaining those images which we have once received, and of altering and compounding them into all the varieties of picture and vision; or, perhaps, better thus: "We have the power of retaining, altering, and compounding those images which we have once received, and of forming them into all the varieties of picture and vision."

Why is the first example under this rule inaccurate? "This dedication may serve for almost any book, that has, is, or shall be published." point out the inaccuracies in this sentence, and correct them?

"Several alterations and additions have been made to the work." (1.)

"The first proposal was essentially different, and inferior to the second." (2.)

"He is more bold and active, but not so wise and studious as his companion." (3.)

"Thou hearest the sound of the wind, but thou canst not tell whence it cometh, and whither it goeth."

"Neither has he, nor any other persons, suspected so much dissimulation." (4.)

"The court of France or England was to have been the umpire." (5.)

"In the reign of Henry II, all foreign commodities were plenty in England." (6.)

"There is no talent so useful towards success in business, or which puts men more out of the reach of accidents, than that quality generally possessed by persons of cool temper, and is, in common language, called discretion." (7.)

"The first project was to shorten discourse, by cutting polysyllables into one." (8.)

"I shall do all I can to persuade others to take the same measures

for their cure which I have. (9.)

"The greatest masters of critical learning differ among one another."

"Micaiah said, If thou certainly return in peace, then hath not the Lord spoken by me." (10.)

"I do not suppose, that we Britons want a genius, more than the rest of our neighbors." (10.)

"The deaf man whose ears were opened, and his tongue loosened, doubtless glorified the great Physician." (11.)

"Groves, fields, and meadows are, at any season of the year, pleasant to look upon; but never so much as in the opening of the spring." (12.)

"The multitude rebuked them, because they should hold their peace."

"The intentions of some of these philosophers, nay, of many, might and probably were good." (13.)
"It was an unsuccessful undertaking;

"It was an unsuccessful undertaking; which, although it has failed, is no objection at all to an enterprise so well concerted." (14.)

"The reward is his due, and it has already, or will hereafter be given

* to him." (15.)

"By intercourse with wise and experienced persons, who know the world, we may improve and rub off the rust of a private and retired education." (16.)

"Sincerity is as valuable, and even more valuable, than knowledge."

(17.)

"No person was ever so perplexed, or sustained the mortifications, as he has done to-day," (18.)

"The Romans gave not only the freedom of the city, but capacity for employments, to several towns in Gaul, Spain, and Germany." (19.)

"Such writers have no other standard on which to form themselves, except what chances to be fashionable and popular." (20.)

"Whatever we do secretly, shall be displayed and heard in the clear-

est light." (21.)

"To the happiness of possessing a person of so uncommon merit, Boethius soon had the satisfaction of obtaining the highest honor his country could bestow."

^{(1.) &}quot;This work has received," &c.

(2.) "was inferior to the second, and—from it."

(3.) "active than his."

(4.) Insert "have."

(5.) "or that of."

(6.) "plentiful."

(7.) Insert "more" and "which."

(8.) "by reducing—to words of one syllable."

(9.) Insert a participle.

(10.) Reject one word.

(11.) Insert two words, and reject one.

(12.) Insert "so," (13.) Insert "have been."

(14.) "the failure of which is, however."

(15.) Insert "been."

(16.) End with, "and rub off its rust."

(17.) "as knowledge, and."

(18.) Insert "been." for "done," and end with "such mortification."

(19.) "the inhabitants of."

(20.) "Reject one word.

(21.) "displayed in the clearest."

PROSODY.

PROSODY consists of two parts: the former teaches the true PRONUNCIATION of words, comprising ACCENT, QUANTITY, EMPHASIS, PAUSE, and TONE; the latter the laws of VERSIFICATION.

OF PRONUNCIATION.

OF ACCENT.

ACCENT is the laying of a peculiar stress of the voice on a certain letter or syllable in a word, that it may be better heard than the rest, or distinguished from them; as, in the word *presume*, the stress of the voice must be on the letter u, and second syllable sume, which take the accent.

OF QUANTITY.

The QUANTITY of a syllable is that time which is occupied in pronouncing it. It is considered LONG or SHORT.

A vowel or syllable is long, when the accent is on the vowel, which occasions it to be slowly joined in pronunciation with the following letter; as, fāll, tāle, mood, house, fature.

A syllable is short, when the accent is on the consonant, which occasions the vowel to be quickly joined to the succeeding letter; as, ănt, bonnet, hunger.

A long syllable generally requires double the time of a short one in pronouncing it; thus mate and note should be pronounced as slowly again as not and not.

OF EMPHASIS.

By EMPHASIS is meant a stronger and fuller sound of voice, by which we distinguish some word or words on which we design to lay a particular stress, and to show how they affect the rest of the sentence. Sometimes the emphatic words must be distinguished by a particular tone of voice, as well as by a greater stress.

OF PAUSES.

PAUSES or RESTS, in speaking and reading, are a total cessation of the voice, during a perceptible, and, in many cases, a measurable space of time.

OF TONES.

Tones are different both from emphasis and pauses, consisting in the modulation of the voice, the notes or variations which we employ in the expression of our sentiments.

OF VERSIFICATION.

VERSIFICATION is the arrangement of a certain number and variety of syllables, according to certain laws.

RHYME is the correspondence of the last sound of one verse to the last sound of another.

What is prosody?
What is accent? What is the quantity of a syllable? When is a vowel or syllable long? When short? Give examples of each.

How much more time does the pronunciation of a long syllable occupy, than a short one? What is emphasis? What are pauses? What are tones? What is verification? What is rhyme?

OF POETICAL FEET

A certain number of syllables connected form a foot. They are called feet, because it is by their aid that the voice, as it were, steps along through the verse in a measured pace.

All feet used in poetry consist either of two, or of three syllables, and are reducible to eight kinds—four of two syllables, and four of three—as follows:

DISSYLLABLE. TRISYLLABLE. A Trochee, ---A Dactyl. - - -An Iambus, \smile — An Amphibrach, U - U A Spondee, --An Anapæst, UU-A Pyrrhic U A Tribrach, UUU-

A Trochee has the first syllable accented, and the last unaccented; as, "Hāteful, pettish."

An Iambus has the first syllable unaccented, and the latter accented; as, "Bětrāy, cŏnsīst."

A Spondee has both the words or syllables accented; as, "The pale möön.'

A Pyrrhic has both the words or syllables unaccented; as, "on the tall tree."

A Dactyl has the first syllable accented, and the two latter unaccented; as, "Laborer, possible."

An Amphibrach has the first and last syllables unaccented, and the middle one accented; as, "Dělīghtful, doméstic."

An Anapæst has the two first syllables unaccented, and the last accented;

as, "Contravene, acquiésce."

A Tribrach has all its syllables unaccented; as, "Numěrable, conquerable." Some of these may be denominated principal feet, as pieces of poetry may be wholly or chiefly formed of any of them. Such are the Iambus, Trochee, Dactyl, and Anapæst. The others may be termed secondary feet, because their chief use is to diversify the numbers, and to improve the verse.

PUNCTUATION.

Punctuation is the art of dividing a written composition into sen tences, by points or stops, for the purpose of marking the different pauses which the sense and an accurate pronunciation require.

The Comma represents the shortest pause; the Semicolon, a pause double that of the comma; the Colon, double that of the semicolon; and the Period. double that of the colon.

OF THE COMMA.

The Comma usually separates those parts of a sentence which, though very closely connected in sense and construction, require a pause between them.

RULE 1.—With respect to a simple sentence, the several words of which it is composed, have so near a relation to each other, that, in general, no points are requisite, except a full stop at the end of it; as, "The fear of the Lord is the

beginning of wisdom." "Every part of nature swarms with living creatures."
A simple sentence, however, when it is a long one, and the nominative case is accompanied with inseparable adjuncts, may admit of a pause immediately before the verb; as, "The good taste of the present age, has not allowed us to neglect the cultivation of the English language." "To be totally indifferent to praise or censur, is a real defect in character."

What constitutes a poetical foot, and why is it so called? Of how many syllables do poetical feet consist? How many kinds of feet are there, and what are they? What is a Trochee? an Iambus? a Spoudee? a Pyrrible? a Dactyl? an Amphibrach? an Anapest? a Tribrach? Will you give an example of each? Which are called principal feet? Which secondary? Why?

What is punctuation? What does the comma represent? the semicolon? the colon? the period? How is the comma used? "The fear of the Lord is the beginning of wisdom." Does this semlence require a pause in it? Will you give the rule for sentences of this kind? "The good taste of the present are has not allowed us to neglect the cultivation of the English language." Does the

RULE 2.—When the connection of the different parts of a simple sentence, is interrupted by an imperfect phrase, a comma is usually introduced before the beginning and at the end of the phrase; as, "I remember, with gratitude, his goodness to me." "His work is, in many respects, very imperfect." "It is, therefore, not much approved." But when the interruptions are slight and unimportant, the comma is better omitted; as, "Flattery is certainly pernicious." "There is surely a pleasure in beneficence."

RULE 3.—When two or more nouns occur in the same construction, they are parted by a comma; as, "The husband, wife, and children, suffered extremely." "They took away their furniture, clothes, and stock in trade."

From this rule there is mostly an exception, with regard to two nouns closely connected by a conjunction; as, "Virtue and vice form a strong contrast to each other." "Libertines call religion bigotry or superstition." If the parts connected are not short, a comma may be inserted, though the conjunction is expressed; as, "Romances may be said to be miserable rhapsodies, or dangerous incentives to evil."

RULE 4.—Two or more adjectives, belonging to the same substantive, are likewise separated by commas; as, "Plain, honest truth wants no artificial covering." "David was a brave, wise, and pious man."

But two adjectives immediately connected by a conjunction, are not separated by a comma; as, "Truth is fair and artless." "We must be wise or foolish: there is no medium."

RULE 5 .- Two or more verbs, having the same nominative case, and immediately following one another, are also separated by commas; as, "Virtue supports in adversity, moderates in prosperity." "In a letter we may advise, exhort, comfort, request, and discuss."

Two verbs immediately connected by a conjunction, are an exception to the rule; as, "The study of natural history expands and elevates the mind."

Two or more participles are subject to a similar rule and exception.

RULE 6.—Two or more adverbs immediately succeeding each other, must be separated by commas; as, "We are fearfully, wonderfully framed." "We must act prudently, steadily, and vigorously."

When two adverbs are joined by a conjunction, they are not parted by a

comma; as, "Some men sin deliberately and presumptuously."

RULE 7.—When participles are followed by something that depends upon them, they are generally separated from the rest of the sentence by commas; as, "The king, approving the plan, put it in execution." "His talents, formed for great enterprises, could not fail of rendering him conspicuous."

RULE 8 .- When a conjunction is parted by a phrase or sentence from the verb to which it belongs, such intervening phrase has usually a comma at each extremity; as, "They set out early, and, before the dawn of day, arrived at the destined place."

RULE 9.—Expressions in a direct address are separated from the rest of the sentence by commas; as, "My son, give me thy heart." "I am obliged

to you, my friends, for your many favors."

RULE 10.—The case absolute, and the infinitive mood absolute, are separated by commas from the body of the sentence; as, "His fither dying, he succeeded to the estate." "At length, their ministry performed, and race well-run, they left the world in peace." "To confess the truth, I was much in fault."

RULE 11.—Nouns in apposition, that is, nouns added to other nouns in the same case, by way of explication or illustration, when accompanied with adjuncts, are set off by commas; as, "Paul, the apostle of the Gentiles, was

sentence admit of a pause? If so, where, and what is the rule? "I remember with gratitude his goodness to me." Will you state how this sentence should be pointed, and the rule for it? Will you state the exception to this rule? "Plain honest truth wants no artificial covering." Will you state how this sentence should be pointed, and the rule for it? What exception is there to this rule? "Virtue supports in adversity, moderates in prosperity." Will you state how this sentence should be pointed, and the rule for it? State the exceptions to this rule.

to this rule.
"We are fearfully, wonderfully made." Will you

state what points should be placed in this sentence, and the rule for it? State the exceptions.
"The king approving the plan, put it in execution."
Will you state how this sentence should be pointed, and

the rule for it?

the rule for it?

"They set out early and before the dawn of day arrived at the destined place." Will you state the rule for pointing this sentence, and others of a similar kind?

"My son give me thy heart." What is the rule for pointing this sentence?
. "Paul the apostle of the Gentiles was eminent for his zeal and knowledge." Will you state how

eminent for his zeal and knowledge." "The butterfly, child of the summer, flutters in the sun."

But if such nouns are single, or only form a proper name, they are not divided; as, "Paul the apostle." "The emperor Antoninus wrote an excellent

RULE 12.—Simple members of sentences, connected by comparatives, are for the most part distinguished by a comma; as, "As the hart panteth after the water-brooks, so doth my soul pant after thee." "Better is a dinner of herbs with love, than a stalled ox and hatred with it."

If the members in comparative sentences are short, the comma is, in general, better omitted; as, "How much better is it to get wisdom than gold!"

RULE 13.—When words are placed in opposition to each other, or with some marked variety, they require to be distinguished by a comma; as,

"Though deep, yet clear; though gentle, yet not dull; Strong, without rage; without o'erflowing, full."

"Good men, in this frail, imperfect state, are often found not only in union

with, but in opposition to, the views and conduct of one another."

Sometimes, when the word with which the last preposition agrees, is single, it is better to omit the comma before it; as, "Many states were in alliance with, and under the protection of Rome."

"The same rule and restriction must be applied when two or more nouns refer to the same preposition; as, "He was composed both under the threat-

ening, and at the approach, of a cruel and lingering death."

RULE 14.—A remarkable expression, or a short observation, somewhat in the manner of a quotation, may be properly marked with a comma; as, "It hurts a man's pride to say, I do not know." "Plutarch calls lying, the vice of slaves."

RULE 15 .- Relative pronouns are connective words, and generally admit a comma before them; as, "He preaches sublimely, who lives a sober, righteous, and pious life."

But when two members or phrases are closely connected by a relative, re-straining the general notion of the antecedent to a particular sense, the comma should be omitted; as, "Self-denial is the sacrifice which virtue must make."

The fifteenth rule applies equally to cases in which the relative is not ex pressed, but understood; as, "It was from piety, warm and unaffected, that

his morals derived strength."

Rule 16.—A simple member of a sentence, contained within another, or following another, must be distinguished by a comma; as, "To improve time whilst we are blessed with health, will smooth the bed of sickness." "Very often, while we are complaining of the vanity and the evils of human life, we make that vanity, and we increase those evils."

If, however, the members succeeding each other are very closely connected, the comma is unnecessary; as, "Revelation tells us how we may attain hap-

When a verb in the infinitive mood follows its governing verb, with several words between them, those words should generally have a comma at the end of them; as, "It ill becomes good and wise men, to oppose and degrade one another."

Several verbs in the infinitive mood, having a common dependence, and succeeding one another, are also divided by commas; as, "To relieve the indigent, to comfort the afflicted, to protect the innocent, to reward the deserving, are humane and noble employments."

RULE 17.—When the verb to be is followed by a verb in the infinitive mood, which, by transposition, might be made the nominative case to it, the former

this sentence should be pointed, and the rule for it?
"As the hart panteth after the water-brooks so doth
my soul pant after thee." How should this sentence

my soul pant after thee." How should this scatence be pointed, and what is the rule for it?
"Though deep yet clear though gentle yet not dull."
How should this sentence be pointed, and what is the rule for it? State the exception to this rule. "It hurts a man's pride to say I do not know." How should this sentence be pointed, and what is the rule for it? "He preaches sublimely who lives a xobor

righteous and pious life." Will you state how this sentence should be pointed, and the rule for it? Will you state when the comma should be omitted? Does

you state when the comma should be omitted? Does this rule apply to cases in which the relative is expressed? Give an example. "To improve time whilst we are blessed with health will smooth the bed of sickness." How should this sentence be pointed, and what is the rule for it? Will you state the exceptions to this rule?

is generally separated from the latter verb by a comma; as, "The most obvious remedy is, to withdraw from all associations with bad men." "The first and most obvious remedy against the infection, is, to withdraw from all associations with bad men."

RULE 18.-When adjuncts or circumstances are of importance, and often when the natural order of them is inverted, they may be set off by commas; as, "Virtue must be formed and supported, not by unfrequent acts, but by daily and repeated exertions." "Vices, like shadows, towards the evening

of life, grow great and monstrous,"

RULE 19.—Where the verb is understood, a comma may often be properly mtroduced. This is a general rule, which, besides comprising some of the preceding rules, will apply to many cases not determined by any of them; as, "From law arises security; from security, curiosity; from curiosity, knowl-

Rule 20.—The words nay, so, hence, again, first, secondly, formerly, now, lastly, once more, above all, on the contrary, in the next place, in short, and all other words and phrases of the same kind, must generally be separated from

the context by a comma.

OF THE SEMICOLON.

The Semicolon is used for dividing a compound sentence into two or more parts, not so closely connected as those which are separated by a comma, nor yet so little dependent on each other as those which are distinguished by a

The semicolon is sometimes used when the preceding member of the sentence does not of itself give a complete sense, but depends on the following clause; and sometimes when the sense of that member would be complete without the concluding one; as in the following instance: "As the desire of approbation, when it works according to reason, improves the amiable part of our species in every thing that is laudable; so nothing is more destructive to them when it is governed by vanity and folly."

OF THE COLON.

The Colon is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon; but not so independent as separate, distinct sentences.

The colon may be properly applied in the three following cases:-

1. When a member of a sentence is complete in itself, but followed by some supplemental remark, or further illustration of the subject; as, "Nature felt her inability to extricate herself from the consequences of guilt: the gospel

reveals the plan of divine interposition and aid."

2. When several semicolons have preceded, and a still greater pause is necessary, in order to mark the connecting or concluding sentiment; as, "A divine Legislator, uttering his voice from heaven; an almighty Governor, stretching forth his arm to punish or reward; informing us of perpetual rest prepared hereafter for the righteous, and of indignation and wrath awaiting the wicked: these are the considerations which overawe the world, which support integrity, and check guilt."

3. The colon is commonly used when an example, a quotation, or a speech is introduced; as, "The Scriptures give us an amiable representation of the Deity, in these words: 'God is love.'"

OF THE PERIOD.

When a sentence is complete and independent, and not connected in construction with the following sentence, it is marked with a Period.

"The most obvious remedy is to withdraw from all associations with bad men." Will you state how this sentence should be pointed, and the rule for it? "Vices like shadows towards the evening of life grow great and monstrous." Will you give the rule for pointing this sentence, and apply it? "From law arises security from security curiosity from curiosity knowledge." How should this sentence be pointed,

and what is the rule for it? "He feared want hence he overvalued riches." Will you state how this sentence should be pointed, and the rule for it? When is the semicolon used? When is the colon used? In what three cases may the colon be

properly applied?
When is the period used? After abbreviated words what point should be used? Give examples.

The period should be used after every abbreviated word; as, M. S., P. S., N. B., A. D., O. S., N. S., &c.

THE DASH.

The Dash, though often used improperly by hasty and incoherent writers, may be introduced with propriety where the sentence breaks off abruptly; where a significant pause is required; or where there is an unexpected turn in the sentiment; as, "If thou art he, so much respected once-but, oh! how fallen! how degraded!"

INTERROGATION.

A Note of Interrogation is used at the end of an interrogative sentence; that is, when a question is asked; as, "Who will accompany me?" "Shall we always be friends?"

EXCLAMATION.

The Note of Exclamation is applied to expressions of sudden emotion, surprise, joy, grief, &c., and also to invocations or addresses; as, "My friend! this conduct amazes me!" "Bless the Lord, Oamy soul! and forget not all his benefits!"

The interrogation and exclamation points are indeterminate as to their quantity or time, and may be equivalent, in that respect, to a semicolon, a colon, or a period, as the sense may require. They mark an elevation of the voice.

PARENTHESIS.

A Parenthesis is a clause containing some necessary information, or useful remark, introduced into the body of a sentence obliquely, and which may be omitted without injuring the grammatical construction; as,

> "Know, then, this truth, (enough for man to know,) Virtue, alone, is happiness below."

The parenthesis marks a moderate depression of the voice, and may be accompanied with every point which the sense would require if the parenthetical characters were omitted.

Directions respecting the Use of CAPITAL LETTERS.

It is proper to begin with a capital,

1. The first word of every book, chapter, letter, note, or any other piece of writing.

2. The first word after a period, and, if the two sentences are totally inde-

pendent, after a note of interrogation or exclamation.

3. The appellations of the Deity; as, God, Jehovah, the Almighty, the Supreme Being, the Lord, Providence, the Messiah, the Holy Spirit. 4. Proper names of persons, places, streets, mountains, rivers, ships; as,

George, York, the Strand, the Alps, the Thames, the Seahorse.

5. Adjectives derived from the proper names of places; as, Grecian, Roman, English, French, Italian, &c.

6. The first word of a quotation, introduced after a colon, or when it is in a direct form; as, "Always remember this ancient maxim: 'Know thyself.'" The first word of an example may also very properly begin with a capital.

7. Every substantive and principal word in the titles of books; as, Johnson's Dictionary of the English Language; Thomson's Seasons.

The first word of every line in poetry.
 The pronoun I and the interjection O are written in capitals.

Other words, besides the preceding, may begin with capitals, when they are remarkably emphatical, or the principal subject of the composition.

AN

When may the dash be introduced with propriety?
"Who will accompany me?" What point should be used at the end of this sentence?
To what is the note of exclamation applied? Give an example. Are the exclamation and interroga-

tion points determinate as to their quantity or time? What is a parenthesis? Give an example in which it is used with propriety. Should the voice be elevat-ed or depressed in pronouncing a parenthesis? When should capital letters be used?



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